DOCUMENT RESUME

ED 291 343 IR 013 131

AUTHOR Fidanque, Ann; And Others
TITLE Keyboard Success: MicroType PAWS Version.
INSTITUTION Bethel School District, Eugene, Oreg.; Educational Service District 112, Vancouver, WA.; Eugene School District 4J, Oreg.; International Council for Computers in Education, Eugene, Oreg.; Lane County Education Service District, Eygene, Oreg.
REPORT NO ISBN-0-924667-36-2
PUB DATE 85
NOTE 121p.; For the accompanying computer flip book, see IR 013 132.
AVAILABLE FROM International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies, $20.00 per copy prepaid).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Computer Literacy; Elementary Education; Junior High Schools; *Keyboarding (Data Entry); *Microcomputers; Middle Schools; *Typewriting; Word Processing
IDENTIFIERS Apple Microcomputers; Commodore Microcomputers; IBM Personal Computer

ABSTRACT

This is a teacher's guide to a 30-lesson keyboarding program for elementary and middle school students. The primary instructional objectives are to teach students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. Each lesson provides step-by-step instructions, review, and practice exercises. The program can be used in conjunction with a commercial software program; this version of the guide is designed for use with the Apple, Commodore, and IBM versions of "MicroType: The Wonderful World of Paws." An appendix includes a record grid for recording handwriting and keyboarding rates, wordlists, paper keyboard templates, a sample "certificate of improvement," and reproducible "keyboard success" decals. An 18-item bibliography is also provided. (EW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

David Moursund

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

About the Project

We began preparing to write *Keyboard Success* in the Fall of 1984 by carefully examining several dozen commercially prepard software and print programs for keyboarding. The initial materials were written, field-tested, and revised during the 1985-86 school year. *Keyboard Success* is the result of the cooperative efforts of a consortium of educational agencies in Oregon and Washington.

We are grateful for the many helpful suggesstions for improving this program that were made by educators throughout the Northwest. The proceeds of this publication will be dedicated toward improving keyboarding instruction in our region and elsewhere. We wish you success with *Keyboard Success* and welcome your comments.

Ann Fidanque, Sam Miller, Mary Smith, Gail Sullivan

This book is published by the International Council for Computers in Education, the U.S. and international professional organization for computer-using educators. ICCE members are dedicated to improving education through appropriate use of computer-related technology. ICCE publishes *The Computing Teacher*, an international journal that focuses on instructional uses of computers at the precollege level.

Keyboard Success contains a teacher's guide, computer flip book, and Apple keyboard wall chart. Order additional computer flip books, one for each computer. The prices for the *Keyboard Success* packet given below are for **prepaid** orders. On other orders a $2.50 processing charge will be added.

QUANTITY	PRICE (U.S.$)
1-4 copies	$20.00 each
5-9 copies	$18.00 each
10-99 copies	$16.00 each
100+ copies	$14.00 each

The prices for the *Computer Flip Book* are also for prepaid orders.

QUANTITY	PRICE (U.S.$)
1-4 copies	$2.50 each
5-9 copies	$2.25 each
10-99 copies	$2.00 each
100+ copies	$1.75 each

Shipping Rates

$0-20. (orig. total)	Add $2.50
$21.00-50.00 (orig. total)	$3.50
$51.00-120.00 (orig. total)	5% of total

Please place your orders with:
International Council for Computers in Education
Universtiy of Oregon
1787 Agate Street
Eugene, Oregon 97403
503/686-4414

ISBN: 0-924667-36-2

Keyboard Success
MicroType PAWS Version

Developed by:

Ann Fidanque, Eugene District 4J
Sam Miller, Eugene District 4J
Mary Smith, Bethel District 52
Gail Sullivan, Eugene District 4J

Illustrated by:
Dick Lennox, Lane Education Service District
Kathy Kifer, Kifer Graphics

Project Coordinators:
Sam Miller, Eugene District 4J
Jon Nelson, Educational Service District 112,
Vancouver, WA

A joint project between Lane Educational Service District, Eugene OR, Eugene District 4J,
Bethel District 52, OR, and ESD 112, WA

Contents

Page

Introduction ..... i-vii

Lesson 1	Introduction	1
Lesson 2	**a | Spacebar RETURN**	15
Lesson 3	**s k**	19
Lesson 4	Review	23
Lesson 5	**d l**	25
Lesson 6	**; f**	27
Lesson 7	Review	31
Lesson 8	**e h**	35
Lesson 9	Review	39
Lesson 10	**o r**	41
Lesson 11	Review	45
Lesson 12	**i t**	47
Lesson 13	Review	51
Lesson 14	**period comma**	53
Lesson 15	**Left SHIFT ?**	57
Lesson 16	Review	61
Lesson 17	**u c**	65
Lesson 18	Review	69
Lesson 19	**n w**	71
Lesson 20	**Right SHIFT g !**	75
Lesson 21	Review	79
Lesson 22	**m b**	81
Lesson 23	Review	85
Lesson 24	**p x**	89
Lesson 25	Review	93
Lesson 26	**y z**	95
Lesson 27	Review	99
Lesson 28	**q quotation mark**	101
Lesson 29	**v apostrophe**	105
Lesson 30	Review	109

Appendix

Record Grid 115

Word Lists

- High Frequency Word Bank 117
- Expanded Word Bank 119

Keyboard Desk Templates 125

Progress Chart 129

Certificate 131

Button and Sticker Page 133

Bibliography 135

Introduction

Word processing and other keyboard-intensive computer applications require students to be facile with a computer keyboard. *Keyboard Success* is a systematic keyboarding curriculum developed by classroom teachers for use with students in elementary and middle school. It is based on a careful review of research, teaching practices, computer software, and field test reports obtained from educators who used preliminary versions of the curriculum. In summary, *Keyboard Success* is designed to address the concerns described below.

- If students are expected to compose with a computer, then systematic instruction and practice in keyboarding are essential prerequisites.

- A keyboarding program must be teacher-directed, easy to implement, and inexpensive.

Program Overview

- *Keyboard Success* is a 30-lesson program for use with individual students, small groups, or an entire class.

- The instructional materials consist of a Teacher's Guide, a Computer Flip Book, and a Keyboard Wall Chart.

- No special training is necessary to implement the program. The Teacher's Guide contains scripted directions for presenting each lesson.

- Each lesson and practice period requires approximately 25 minutes. The lessons emphasize technique, speed, and accuracy.

- The primary instructional objectives are to teach students how to (1) keyboard from a correct position, (2) identify the names for the fingers used to keyboard, and (3) locate the most frequently used keys with the correct finger.

- *Keyboard Success* introduces real words as soon as possible, frequently reviews previously taught skills, and provides additional practice for accelerated students.

- No special software is necessary for instruction. Students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor.

- *Keyboard Success* can also be used in conjunction with two commercial software programs: *MicroType: The Wonderful World of Paws* (Apple, Commodore, IBM versions) published by Southwestern Publishing Company, and *MECC Keyboarding Primer* (Apple only) published by the Minnesota Educational Computing Corporation. This guide is designed for use with *MicroType: The Wonderful World of Paws.*

Preparing For The Lesson

Keyboard Success builds skills progressively. The program should be taught daily beginning from Lesson 1. A good way to prepare to teach the program is to follow the suggestions listed below.

1. Preview the lesson script. It is not necessary to memorize the directions. Once you have presented several lessons you will notice that the lesson procedures remain consistent and you will quickly become familiar with the teaching formats.

2. The lessons include exercises you will present. These occur first in the lesson and are followed by independent practice. The lesson scripts use the following prompts:

   - CAPITAL LETTERS INDICATE WHAT THE TEACHER DOES.
   - **Boldface letters indicate what the teacher says.**

3. Each lesson begins with a "Summary Box" that specifies the materials you will need.

Lesson 10

Keys Introduced	Materials	Correlated Software
o r	Keyboard Wall Chart	MicroType Lesson

- "Keys Introduced" indicates the new keystrokes that you will introduce.
- "Materials" indicates that a large keyboard wall chart should be displayed in a location that can be observed easily by all students.
- "Correlated Software" indicates the optional computer software lesson that can be used after presenting the *Keyboard Success* lesson.

Sample Lesson

This section presents examples of the three most frequent lesson exercises in *Keyboard Success.* The teaching scripts are carefully worded to help you present the lessons as concisely as possible. When you present a lesson try to maintain a steady pace and don't hesitate to repeat an exercise if student performance is ragged.

Key Review

This exercise appears at the beginning of Lessons 3-30. The purpose of the exercise is to review the correct position for keyboarding that is presented in Lessons 1-3. This is followed by a review of keys introduced in the previous lesson. The teacher dictates the keystrokes to establish a rhythm that will help guide the students' keyboarding pace.

Correct position begins with a review of these four behaviors: 1) clearing the work area, 2) feet flat on the floor, 3) sitting up straight and forward on the chair with a slight forward lean, and 4) elbows tucked in, wrists flat, fingers curved over the home keys. The students' chairs should be at the proper height and positioned in front of the computers so students can comfortably reach the keys; students should be one hand span from the keyboard and centered on the J key.

Have the students hang their arms down at their sides, bend their elbows, and bring their forearms up to the keyboard. The backs of the the students' hands should follow the slant of the keyboard; their wrists should be flat. Instruct the students to lightly tap the keys using their fingertips. When students are copying from the Computer Flip Book, encourage them to keep their eyes on their copy.

---

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   eee...home...space hhh...home...space eee...home...space hhh...space
   ;;;...space fff...space eee...home...space hhh...home...space
   ded...space jhj...space ded...space jhj...space ded...space
   jhj...space ded...space jhj...space dee...home...space
   hee...home...space fee...home...space ded...space jhj...space

---

Key Introduction

This exercise appears throughout the program and is the basis for introducing the home row keys and the correct finger paths for keystrokes.

---

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *o* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right ring finger.
   Watch me reach up, tap *o* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap o...home...o...home...o...home.

4. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   ooo...home...space ooo...home...space ooo...home...space
   lol...space lol...space lol...space lol...space lol...space

5. **Now let's learn *r*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left pointer finger.
   Watch me reach up, tap *r* and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap r...home...r...home...r...home.

7. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   rrr...home...space rrr...home...space rrr...home...space
   frf...space frf...space frf...space frf...space frf...space frf...space

8. **Let's practice with both keys.**
   Get ready.

   frf...space frf...space frf...space frf...space frf...space frf...space

Practice

This exercise appears at the end of each lesson. The exercise begins with teacher-directed practice followed by independent practice in the Computer Flip Book. Extra practice material is available on bonus pages provided in the Computer Flip Book. The Computer Flip Book is designed to fit on top of the monitor. A separate practice book is needed for each computer.

Finally, the directions end with a very important reminder to the teacher to monitor the class for correct keyboarding technique. Monitoring is essential to successful keyboarding instruction and should include feedback to the students about their progress and technique. Students can monitor their own progress by using the Progress Chart; a blackline master for the Progress Chart is in the Appendix. The teacher can keep track of student progress by using the record grid located in the Appendix.

---

1. **Listen: old fool;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

   A. old fool; hello floor; look offshore;

   B. red rose; share her doll; real red rakes;

   C. look for food; reorder jars; old hoses;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 10.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 10.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Closing Comments

Encourage students who must share a computer or typewriter to work as a team. For example, the student not at the keyboard can dictate the practice lesson to his partner. Students can also practice with a paper keyboard template while their partner uses a real keyboard, but be sure to have students switch places often. Working with a real keyboard is essential for skill development.

Remember, keyboarding is a motor skill that requires concentration and practice; in other words it is work, so it is important that you convey the importance of keyboarding by combining careful instruction with enthusiasm. The Appendix includes word lists for practice, a record grid, a certificate and button/sticker page.

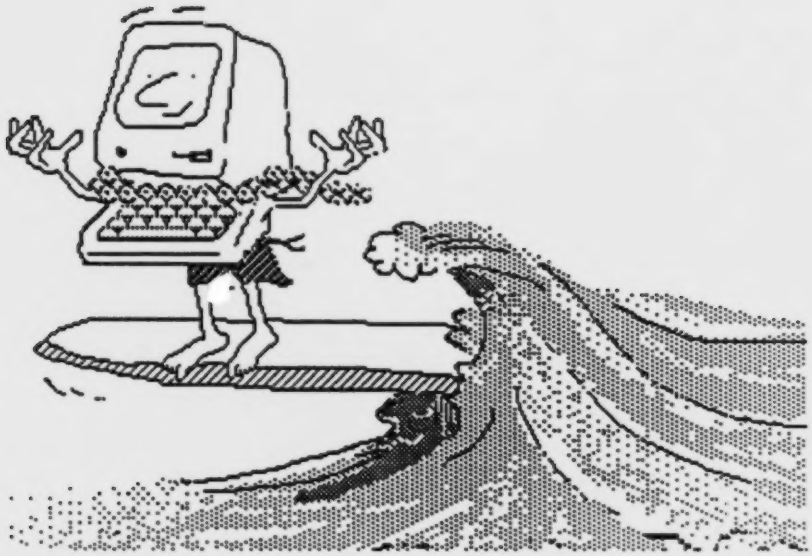
Scope and Sequence

Skill Introduced	*Lesson*
Finger Naming	1-4
Keyboarding Position	1-2
Key Introduction or Review	2-30
Practice	2-30
Keyboarding Rate	7, 16, 23, 30

Scope And Sequence

Keyboard Success	*Keys*	*Software Correlation*
Lesson 1	Introduction	
Lesson 2	**a ; Spacebar RETURN**	
Lesson 3	**s k**	
Lesson 4	Review	
Lesson 5	**d l**	
Lesson 6	**; f**	
Lesson 7	Review	MicroType Lesson 1
Lesson 8	**e h**	MicroType Lesson 2
Lesson 9	Review	MicroType Lesson 2
Lesson 10	**o r**	MicroType Lesson 3
Lesson 11	Review	MicroType Lesson 3
Lesson 12	**i t**	MicroType Lesson 4
Lesson 13	Review	MicroType Lesson 4
Lesson 14	**period comma**	MicroType Lesson 4
Lesson 15	**Left SHIFT ?**	MicroType Lesson 5
Lesson 16	Review	MicroType Lesson 5
Lesson 17	**u c**	MicroType Lesson 6
Lesson 18	Review	MicroType Lesson 6
Lesson 19	**n w**	MicroType Lesson 7
Lesson 20	**Right SHIFT g !**	MicroType Lesson 7
Lesson 21	Review	MicroType Lesson 8
Lesson 22	**m b**	MicroType Lesson 8
Lesson 23	Review	MicroType Lesson 8
Lesson 24	**p x**	MicroType Lesson 9
Lesson 25	Review	MicroType Lesson 10
Lesson 26	**y z**	MicroType Lesson 11
Lesson 27	Review	MicroType Lesson 11
Lesson 28	**q quotation mark**	MicroType Lesson 12
Lesson 29	**v apostrophe**	MicroType Lesson 13
Lesson 30	Review	MicroType Lesson 13

Lesson Presentation



Lesson 1

Introduction	Materials
Handwriting Rate	Keyboard Wall Chart
Finger Naming	Desktop Templates
Keyboarding Position	Handwriting Rate Worksheets
Key Location	Finger and Position Charts

- A COMPUTER IS NOT NECESSARY FOR PRESENTING THIS LESSON.
- PREPARE AND DISTRIBUTE HANDOUTS FOR EACH STUDENT.
  DUPLICATE THE HANDWRITING RATE WORKSHEET ON PAGE 3.
  DUPLICATE THE FINGER CHART BLACKLINE MASTER ON PAGE 5.
  DUPLICATE THE POSITION CHART BLACKLINE MASTER ON PAGE 9.
- DRAW A HAND ON THE BOARD SIMILAR TO THE FINGER CHART.

Handwriting Rate

1. **Today you start the first of thirty keyboarding lessons. Entering information into a computer is called keyboarding. Before you begin keyboarding, I need some information and you need to learn some important facts.**

2. **You are going to write as neatly and as fast as you can. Place the Handwriting Rate Worksheet on your desk. Clear everything else away.**

   PAUSE AND CHECK.

3. **Write your name and the date on the worksheet, then put your pencil down.**

   PAUSE AND CHECK.

4. **When I say begin, copy the three lines as many times as you can. Don't correct mistakes. You may write in cursive or print.**
   Ready...begin.

   CHECK STUDENTS AND SAY "STOP" AFTER ONE MINUTE.

   Each word is worth one point. Give yourself one point for each word you wrote. Write your score at the top of the worksheet.

   PAUSE AND CHECK.

5. COLLECT STUDENT PAPERS. EVALUATE THE LEGIBILITY OF EACH STUDENT'S WORKSHEET. DEDUCT POINTS FROM THE STUDENT'S SCORE FOR EACH ILLEGIBLE WORD. ENTER THE STUDENT'S FINAL SCORE ON THE RECORD GRID IN THE APPENDIX ON PAGE 115.

6. THE PURPOSE OF THIS EXERCISE IS TO OBTAIN BASELINE HANDWRITING DATA FOR EACH STUDENT. THIS DATA SHOULD BE RECORDED AND COMPARED TO KEYBOARDING DATA OBTAINED AFTER LESSON 30. A REASONABLE RATE IS FOR STUDENTS TO KEYBOARD AT A RATE COMPARABLE TO THEIR HANDWRITING RATE.

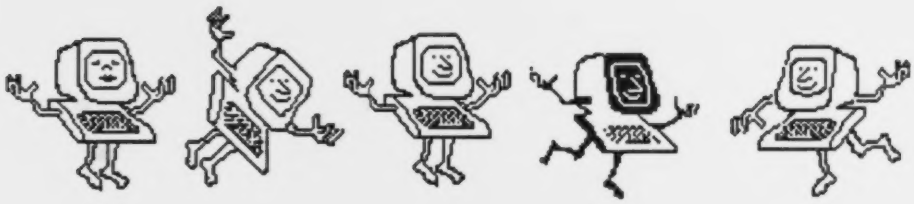
Handwriting Rate Sheet

Name _____ Date _____

Did the quick, brown fox jump?

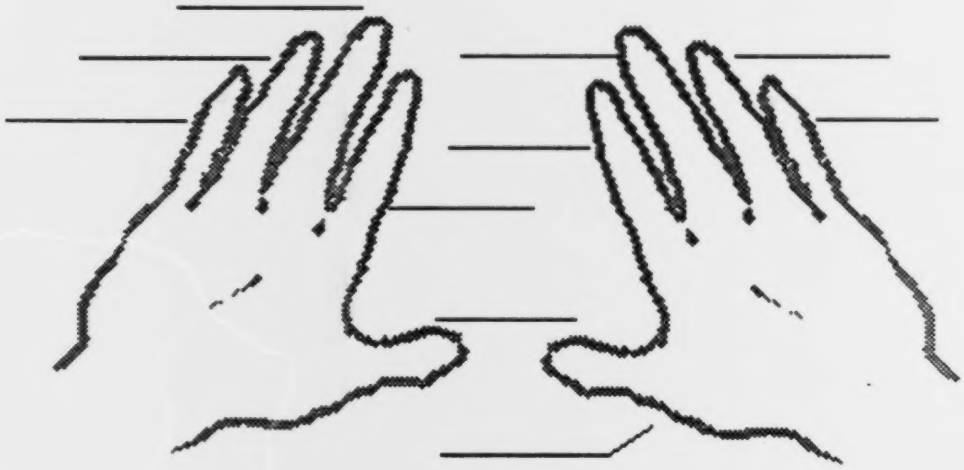
Is there time for some people?

Magician Vic can zap all yaks.



Write the names of each finger on the hands below. Copy names from the word box.

Thumb	Ring	Pointer	Middle	Little



Name _____

Finger Naming

1. **Let's learn the names for our fingers.**

2. **Watch me.**

   FACE THE CLASS, RIGHT HAND UP, PALM TOWARD THE CLASS, MAKE A FIST.

3. **Your turn.**

   DEMONSTRATE EACH BEHAVIOR. PAUSE AND CHECK.

   Raise your right hand.
   Turn your palm toward me.
   Make a fist.

4. TOUCH THE RIGHT POINTER FINGER ON THE FINGER CHART.

   This is the pointer finger.
   What finger? (Students) Pointer finger.
   Raise your pointer finger. Leave it up. CHECK.

5. TOUCH THE MIDDLE FINGER ON THE FINGER CHART.

   This is the middle finger.
   What finger? (Students) Middle finger.
   Raise your middle finger. Leave it up. CHECK.

6. REPEAT PROCEDURE IN STEP 5 FOR THE FOLLOWING FINGERS:
   RING
   LITTLE
   THUMB

7. **Once more.**
   Look at the finger chart if you need to.

   CHECK EACH ACTION.

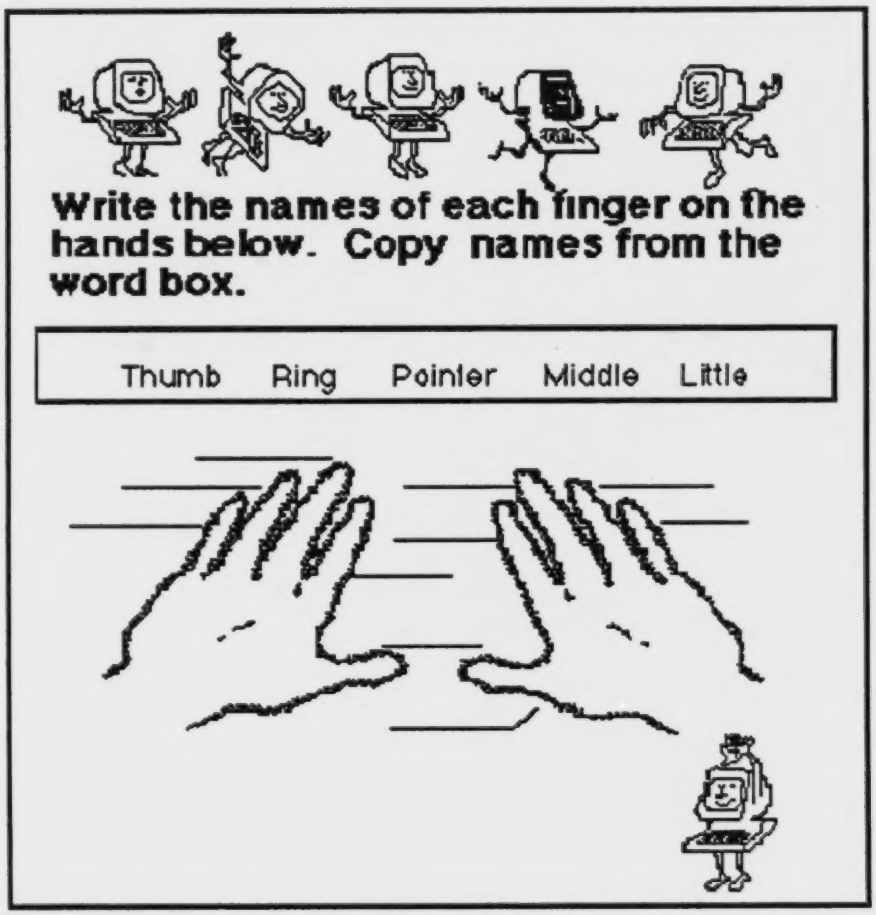
8. **Raise your right hand.**
   Turn your palm toward me.
   Make a fist.

9. **Raise your little finger. Leave it up.**
   Raise your middle finger. Leave it up.
   Raise your pointer finger. Leave it up.
   Raise your ring finger. Leave it up.
   Raise your thumb.
   Put your right hand down.

10. REPEAT PROCEDURE IN STEPS 4-9 USING THE LEFT HAND.

11. HAND OUT FINGER CHARTS.

12. **Look at your worksheet.**
Match each finger with the correct name.
Write the name on the line by that finger.



13. **Check your worksheet.**
Circle your errors, then correct them.

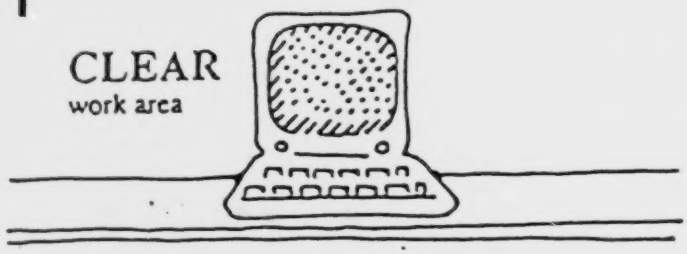
Finger one. Name it. (Students) Little.
Finger two. Name it. (Students) Ring.
Finger three. Name it. (Students) Middle.

REPEAT THIS PROCEDURE FOR EACH REMAINING FINGER.

POSITION CHART
(For Good Keyboarding Habits)

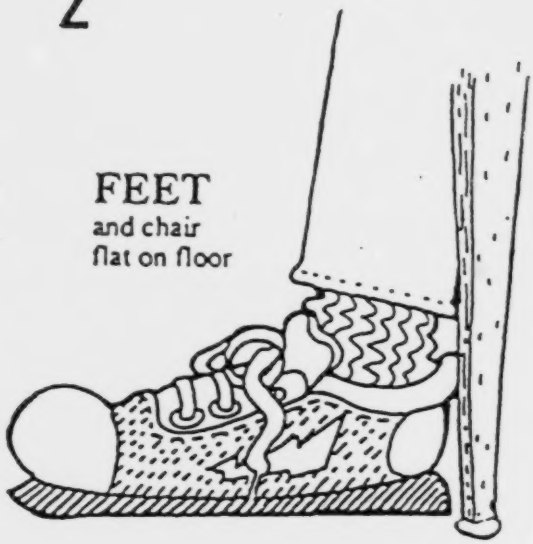
1

CLEAR
work area



2

FEET
and chair
flat on floor



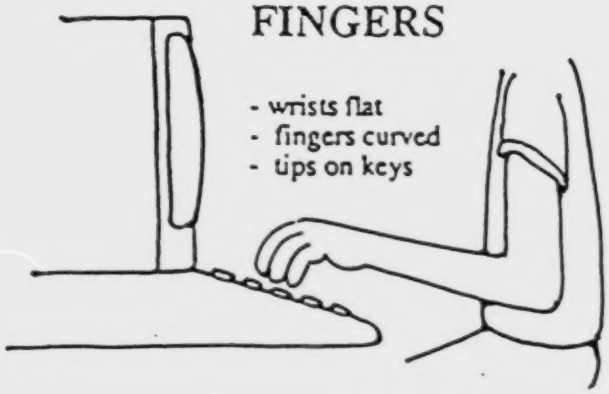
3

SEAT

4

FINGERS

- wrists flat
- fingers curved
- tips on keys



Keyboarding Position

1. **Entering information into a computer is called keyboarding.**
   Before you begin keyboarding, you need to follow the rules on the position chart.

2. **Touch picture number one.**
   First, clear your work area.

   MODEL THIS BEHAVIOR.

   Touch picture number two.
   Next, feet and chair flat on the floor.

   MODEL THIS BEHAVIOR.

   Touch picture number three.
   Next, sit up straight, elbows in.

   MODEL THIS BEHAVIOR.

   Touch picture number four.
   Next, wrists flat, fingers down and curved.

3. **Your turn. Practice each rule when I give the clue.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

Key Location

1. POINT TO THE HOME KEYS ON THE KEYBOARD WALL CHART.
   EACH STUDENT SHOULD HAVE A COMPUTER KEYBOARD OR A DESKTOP TEMPLATE.
   A TEMPLATE MASTER IS PROVIDED ON PAGE 13.

   These are called the home keys.
   Always begin with your fingers on the home keys.

2. **I'll name the home keys you'll learn today.**

   TOUCH EACH KEY ON THE WALL CHART.

   The keys for the left hand are: A..S..D..F.

3. TOUCH EACH KEY ON THE WALL CHART.

   The home keys for the right hand are: SEMI-COLON...L...K...J.

4. **I'll place my left fingers on the home keys.**

   PLACE FINGERS ON A-S-D-F KEYS, THEN NAME EACH KEY.

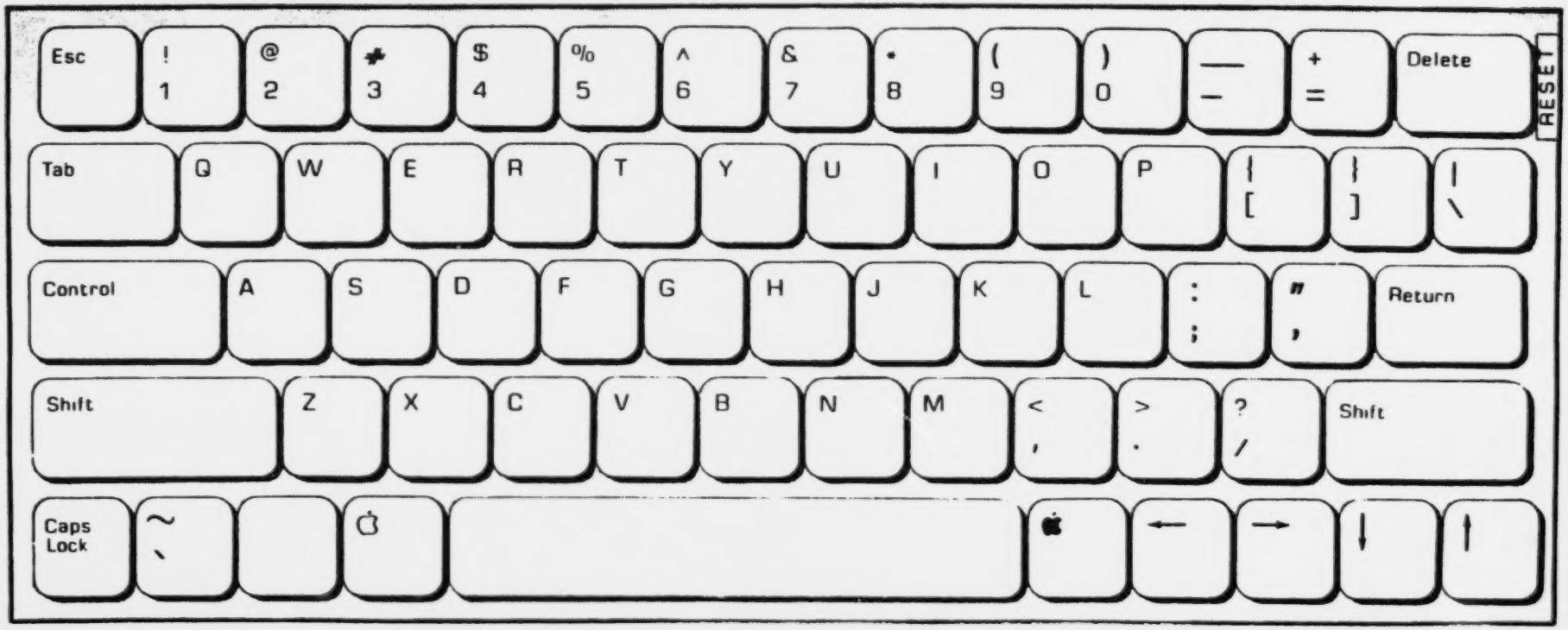
5. **Your turn.**
Place your left hand fingers on these keys:
A..S...D...F. CHECK.

6. **I'll place my right fingers next.**

PLACE FINGERS ON SEMI-COLON-L-K-J KEYS.

7. **Your turn.**
Place your right hand fingers on these keys:
SEMI-COLON...L...K...J. CHECK.

8. **Your fingers are now on the home keys.**
What keys? (Students) Home keys.


Esc
! 1
@ 2
# 3
$ 4
% 5
^ 6
& 7
* 8
(9
) 0
— –
+ =
Delete
RESET
Tab
Q
W
E
R
T
Y
U
I
O
P
{ [
}]
| \
Control
A
S
D
F
G
H
J
K
L
: ;
" '
Return
Shift
Z
X
C
V
B
N
M
< ,
> .
? /
Shift
Caps Lock
~ `

Lesson 2

Keys Introduced	Materials
a j Spacebar RETURN	Keyboard Wall Chart

Finger Naming Review

1. **Let's review the names of the fingers.**
   Look at the chart if you need to.

   CHECK EACH ACTION.

2. **Raise your right hand.**
   Turn your palm toward me.
   Make a fist.

3. **Raise your little finger and leave it up.**
   Raise your pointer finger and leave it up.
   Raise your middle finger and leave it up.
   Raise your ring finger and leave it up.
   Raise your thumb and leave it up.
   Put your right hand down.

4. REPEAT PROCEDURE IN STEP 2 AND 3 USING THE LEFT HAND.

Keyboarding Position Review

1. **Let's review the rules for keyboarding.**

2. **First, clear your work area.**

   MODEL THIS BEHAVIOR.

   Next, feet and chair flat on the floor.

   MODEL THIS BEHAVIOR.

   Next, sit up straight, elbows in.

   MODEL THIS BEHAVIOR.

   Next, wrists flat, fingers down and curved.

3. **Your turn. Practice each rule when I give the clue.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

Key Location

1. **I'll place my left fingers on the home keys.**

   PLACE FINGERS ON A-S-D-F KEYS.

2. **Your turn.**
   Place your left hand fingers on these keys:
   A...S...D...F. CHECK.

3. **I'll place my right fingers next.**

   PLACE FINGERS ON SEMI-COLON-L-K-J KEYS.

4. **Your turn.**
   Place your right hand fingers on these keys:
   SEMI-COLON...L...K...J. CHECK.

5. **Your fingers are now on the home keys.**
   What keys? (Students) Home keys.

Key Introduction: a j

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Use your left little finger to tap the letter *a*.**
   Get ready.
   Tap a...a...a.

3. TOUCH SPACEBAR ON THE WALL CHART.

   This key is called the *spacebar*.
   The *spacebar* lets you put a space on the line.
   Use your right thumb to tap the *spacebar*.
   Watch me tap the *spacebar* with my right thumb.

4. **Let's practice with spaces.**
   Tap the spacebar with your right thumb.
   aaa...space aaa...space aaa...space aaa...space aaa...space aaa...space

5. **Use your right pointer finger to tap *j*.**
   Get ready.
   Tap j...j...j.

6. **Let's practice with spaces.**
   Tap the spacebar with your right thumb.
   jjj...space jjj...space jjj...space jjj...space jjj...space jjj...space

7. **Let's practice with both keys.**
   Get ready.

   aaa...space jjj...space jaj...space aja...space aaa...space jjj...space
   aja...space jaj...space aja...space jaj...space jja...space aaj...space
   jja...space aaj...space jaj...space aja...space aja...space jaj...space

8. TOUCH RETURN ON THE WALL CHART.

   This key is called *RETURN*.
   ***RETURN* lets you work on a new line.**
   Place your fingers on the home keys.
   Look at your right hand.
   Reach over, tap *RETURN* with your right little finger.

9. **Let's practice with RETURN.**
   Tap RETURN with your right little finger.
   aj...RETURN ja...RETURN jaj...RETURN aaj...RETURN

Practice

1. **Listen: aaa**
   Your turn to enter those letters on your keyboard.
   Get ready.

   SPELL EACH GROUP OF LETTERS IN LINE A.
   PAUSE AND SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. aaa jjj aaa jjj aaa jjj aj aj ja ja a ja

B. ja ja ja aj aj aj a ja a ja jaa jaa jaj jaj

C. jaa jaa jaa ajj ajj ajj jaj jaj jaj aja aja

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 2.**
   Enter each line twice.
   Tap RETURN at the end of a line.

   Don't correct mistakes.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING POSITION:

   √ ONE HAND SPAN AWAY FROM THE KEYBOARD; FEET FLAT ON THE FLOOR.
   √ FINGERS CURVED OVER HOME KEYS.
   √ HANDS STILL; QUICK SNAPPY KEYSTROKES.

Lesson 3

Keys Introduced	Materials
s k	Keyboard Wall Chart

Finger Naming Review

1. **Let's review the names of the fingers.**

   CHECK EACH ACTION.

2. **Raise your right hand.**
   Turn your palm toward me.
   Make a fist.

3. **Raise your little finger and leave it up.**
   Raise your ring finger and leave it up.
   Raise your middle finger and leave it up.
   Raise your pointer finger and leave it up.
   Raise your thumb and leave it up.
   Put your right hand down.

4. REPEAT PROCEDURE IN STEP 2 AND 3 USING THE LEFT HAND.

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

aaa...space	**aaa...space**	**jjj...space**	**aaa...space**	**jjj...space**	**aaa..space**
aaa...space	**jjj...space**	**aaa...space**	**jjj...space**	**aaa...space**	**jjj...space**
aaj...space	**jja...space**	**aja...space**	**aj...space**	**aaa...space**	**jjj...space**

Key Introduction: s k

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...seat...feet...fingers.

2. **You're going to learn two new keys.**
   Here's the *s* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the left ring finger.
   Watch me tap *s*.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap s...s...s.

4. **Let's practice with spaces.**
   sss...space sss...space sss...space sss...space sss...space

5. **Now let's learn *k*.**
   Here's *k* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right middle finger.
   Watch me tap *k*.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER

   Tap k...k...k.

7. **Let's practice with spaces.**
   kkk...space kkk...space kkk...space kkk...space kkk...space

8. **Let's practice with both keys.**
   Get ready.

sss...space	**sss...space**	**kkk...space**	**kkk...space**	**sss...space**
kkk...space	**sas...space**	**sas...space**	**kjk...space**	**kjk...space**
sks...space	**ksk...space**	**aks...space**	**aks...space**	**sas...space**

Practice

1. **Listen: jak**
   Enter those letters as I spell them.
   Get ready.

   SPELL EACH GROUP OF LETTERS IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. jak a jaks sak sks aks aka ksk jka jaj

B. sass jak ask a sak as a ask a as a ask a

C. kass asks ask kass jask sass kass jass

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 3.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ ONE HAND SPAN AWAY FROM THE KEYBOARD; FEET FLAT ON THE FLOOR.
   √ FINGERS CURVED OVER HOME KEYS.
   √ HANDS STILL; QUICK, SNAPPY KEYSTROKES.

Lesson 4

Review

Finger Naming Review

1. DO NOT USE ANY PROMPTS OR FINGER CHARTS DURING THIS LESSON.

   Let's review the names of the fingers.

   CHECK EACH ACTION.

2. **Raise your right hand.**
   Turn your palm toward me.
   Make a fist.

3. **Raise your little finger and leave it up.**
   Raise your thumb and leave it up.
   Raise your middle finger and leave it up.
   Raise your pointer finger and leave it up.
   Raise your ring finger and leave it up.
   Put your right hand down.

4. REPEAT PROCEDURE IN STEP 2 AND 3 USING THE LEFT HAND.

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

aaa...space	**jjj...space**	**sss...space**	**kkk...space**	**jjj...space**
jsj...space	**jkj...space**	**skj...space**	**akj...space**	**aka...space**
sak...space	**saj...space**	**kak...space**	**ska...space**	**kss...space**

Practice

1. **Listen: ask**
   Enter those letters as I spell them.
   Get ready.

   SPELL EACH GROUP OF LETTERS IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. ask a as a ask a as a sak a sak kak

B. sass kas sass jass kass kjk ksk kak

C. ak ak jak jak sak sak ask ak ask kass

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 4.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ ONE HAND SPAN AWAY FROM THE KEYBOARD; FEET FLAT ON THE FLOOR.
   √ FINGERS CURVED OVER HOME KEYS.
   √ HANDS STILL; QUICK SNAPPY KEYSTROKES.

Lesson 5

Keys Introduced	Materials
d l	Keyboard Wall Chart

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

jjj...space	**sss...space**	**kkk...space**	**aaa...space**	**jjj...space**
jaj...space	**aka...space**	**skj...space**	**kka...space**	**aak...space**
jjs...space	**jkj...space**	**ksa...space**	**sks...space**	**jas...space**

Key Introduction: d l

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *d* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the left middle finger to tap *d*.
   Watch me tap *d*.

3. **Get ready.**
   Tap d...d...d.

4. **Let's practice.**
   Tap the spacebar with your right thumb.
   ddd...space ddd...space ddd...space ddd...space ddd...space

5. **Here's *l* on the keyboard.**

   TOUCH THE KEY ON THE WALL CHART.

   Use your right ring finger to tap *l*.
   Watch me tap *l*.

6. **Get ready.**
   Tap l...l...l.

7. **Let's practice.**
   Tap the spacebar with your right thumb.
   lll...space lll...space lll...space lll...space lll...space lll...space

8. **Let's practice with both keys.**
   Get ready.

   ddd...space ddd...space lll...space lll...space dld...space
   dld...space ldl...space ldl...space dld...space dld...space
   dld...space dld...space

Practice

1. **Listen: lass**
   Enter those letters as I spell them.
   Get ready.

   READ AND SPELL EACH GROUP OF LETTERS IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. lass adds a salsa salad a sad dad

B. alas a dallas a sad kass ads a lad adds

C. ask lads ask a lass all dads add salsa

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 5.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ ONE HAND SPAN AWAY FROM THE KEYBOARD; FEET FLAT ON THE FLOOR.
   √ FINGERS CURVED OVER HOME KEYS.
   √ HANDS STILL; QUICK, SNAPPY KEYSTROKES.

Lesson 6

Keys Introduced	Materials	Correlated Software
; f	Keyboard Wall Chart	MicroType Lesson 1

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

ddd...space	**lll...space**	**ddd...space**	**sss...space**	**kkk...space**
dkd...space	**ldl...space**	**sll...space**	**kak...space**	**dda...space**
sll...space	**aad...space**	**ldl...space**	**sks...space**	**ksk...space**

Key Introduction: ; f

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *semi-colon* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use your right little finger to tap *semi-colon*.
   Watch me tap *semi-colon*.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap semi-colon...semi-colon...semi-colon.

4. **Let's practice with spaces.**
   Tap the spacebar with your right thumb.
   Get ready.
   ;;;...space ;;;...space ;;;...space ;;;...space ;;;...space ;;;...space

5. **Now let's learn *f*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use your left pointer finger to tap *f*.
   Watch me tap *f*.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap f...f...f.

7. **Let's practice with spaces.**
   fff...space fff...space fff...space fff...space fff...space fff...space

8. **Let's practice with both keys.**
   Get ready.

;;;...space	**;;;...space**	**;;;...space**	**;;;...space**	**;;;...space**	**;;;...space**
fff...space	**fff...space**	**fff...space**	**fff...space**	**fff...space**	**fff...space**
;l;...space	**;l;...space**	**fdf...space**	**fdf...space**	**fsd...space**	**;lk...space**

Practice

1. **Listen: ask dad;**
   Enter those words as I spell them.
   Get ready.

   BEGINNING WITH THIS LESSON, READ EACH WORD BEFORE SPELLING IT.
   READ AND SPELL EACH WORD IN LINE A.
   PAUSE AND SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. ask dad; ask a lass; dads salads; ads;

B. a fall fad; a flask falls; fall flasks;

C. ask all lads; dads fads; salad fads;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 6.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 6.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ ONE HAND SPAN AWAY FROM THE KEYBOARD; FEET FLAT ON THE FLOOR.
   √ FINGERS CURVED OVER HOME KEYS.
   √ HANDS STILL; QUICK, SNAPPY KEYSTROKES.

Lesson 7

Review	Materials	Correlated Software
	Watch/clock	MicroType Lesson 1

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

;;;...space	**fff...space**	**;;;...space**	**fff...space**	**ddd...space**	**lll...space**
dll...space	**dll...space**	**;l;..space**	**fdf...space**	**flf...space**	**d;d...space**
;l;...space	**ldd...space**	**dll...space**	**l;;...space**	**l;l...space**	**dff...space**

Practice

1. **Listen: ask dad;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. ask dad; ask a lass; a lads salal salad;

B. fall flasks; fall fads fall; a fall fad;

C. a sad lass falls; alas a lad; salad fads;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 7.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 7.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ ONE HAND SPAN AWAY; FEET FLAT.
   √ FINGERS CURVED OVER HOME KEYS.
   √ HANDS STILL; QUICK, SNAPPY KEYSTROKES.

Keyboarding Rate

- THIS LESSON INCLUDES TIMED PRACTICE FOR KEYS INTRODUCED IN LESSONS 1-6.
- THE PURPOSE OF THIS EXERCISE IS TO DETERMINE EACH STUDENT'S BASELINE RATE.
- TO ACCURATELY MEASURE STUDENTS' PROGESS IN THE PROGRAM IT IS IMPORTANT TO OBTAIN THIS DATA.
- OPTIONAL RATE EXERCISES APPEAR LATER IN THE PROGRAM.
- IF POSSIBLE, THE STUDENTS SHOULD SAVE THEIR WORK ON A FILE DISK OR PRINT A COPY FOR TEACHER REFERENCE.
- YOU WILL NEED A WATCH OR A CLOCK WITH A SECOND HAND.

1. **You're going to practice keyboarding as fast and accurately as you can.**

2. **Turn to Bonus Lesson 7.**

   CHECK.

3. **Touch line A.**

   CHECK.

   When I say begin, copy each line as many times as you can.
   Tap RETURN at the end of each line.
   Don't correct mistakes.

4. **Check your keyboarding position.**

   PAUSE.

   Ready...begin.

   ALLOW ONE MINUTE.

   Stop.

5. **Let's check your work.**
   I'll read the letters you should have entered.
   Each word is worth one point. Give yourself one point for each word you've entered correctly.

6. **The letters in the first word are : a-l-l.**

   READ AND SPELL THE WORD IN STEP 6.
   SAY "SPACE" WHEN APPROPRIATE.

7. **The letters in the next word are: l-a-d-s.**

8. REPEAT PROCEDURE IN STEP 5 FOR EACH REMAINING WORD IN THE LINE.

9. REPEAT PROCEDURES IN STEPS 3-8 FOR LINES B AND C.

10. **Report your highest score when I call on you.**

    A RECORD GRID IS PROVIDED ON PAGE 115.

A. all lads salsa salad; ask lass

B. flask falls; sad jak; all alas

C. dad adds salsa; lads alas dads

THE GROSS WORDS A MINUTE (GWAM) FOR THIS EXERCISE CAN BE DETERMINED BY COUNTING THE NUMBER OF WORDS ENTERED CORRECTLY DURING THE ONE MINUTE EXERCISE.

Measuring Keyboarding Rate or What's A GWAM?

GWAM	**= *G*ross *W*ords *A* *M*inute**
1 word	**= 5 keystrokes**
Keystrokes	**= letters, punctuation, spaces**
Keystrokes + 5	**= total words**
Total words + total minutes	**= GWAM**

Lesson 8

Keys Introduced	Materials	Correlated Software
e h	Keyboard Wall Chart	MicroType Lesson 2

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

fff...space	**ddd...space**	**jjj...space**	**kkk...space**	**sss...space**	**lll...space**
;;;...space	**daf...space**	**lak...space**	**jdj...space**	**alk...space**	**lk;...space**
as...space	**as...space**	**ls...space**	**ls...space**	**faf...space**	**lal;...space**
kak...space	**jlj;...space**	**dsd...space**	**lsl;...space**	**sasa...space**	

Key Introduction: e h

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *e* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the left middle finger.
   Watch me reach up and tap *e*.
   When you reach for a key, keep your other fingers on the home keys.
   This is called anchoring.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap e...home...e...home...e...home.

4. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   eee...home...space eee...home...space eee...home...space
   ded...space ded...space ded...space ded...space ded...space

5. **Now let's learn *h*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the right pointer finger.
   Watch me reach over and tap *h*.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap h...home...h...home...h...home.

7. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   hhh...home...space hhh...home...space hhh...home...space
   jhj...space jhj...space jhj...space jhj...space jhj...space jhj...space

8. **Let's practice with both keys.**
   Get ready.

   eee...home...space eee...home...space eee...home...space
   ded...space ded...space ded...space ded...space ded...space
   hhh...home...space hhh...home...space hhh...home...space
   jhj...space jhj...space jhj...space jhj...space jhj...space jhj...space
   dee...home....space jhh...home...space hjj...space dee...home...space

Practice

1. **Listen: dad led elks;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. dad led elks; feed eels leeks; seals fade;

B. he had; held half; has a heel; she heals;

C. seal a flask; as she ladles; dead ahead;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 8.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 8.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ ONE HAND SPAN AWAY FROM THE KEYBOARD; FEET FLAT ON THE FLOOR.
   √ FINGERS CURVED OVER HOME KEYS.
   √ HANDS STILL; QUICK, SNAPPY KEYSTROKES.

Lesson 9

Review	Correlated Software
	MicroType Lesson 2

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   aaa...space jjj...space sss...space lll...space eee...home...space
   ;;;...space hhh...home...space fff...space kkk...space ddd...space
   ded...space ded...space fas...space jhj...space jhj...space
   klf...space klf...space as...space as...space lel...space lel...space
   hee...home...space ehh...home...space ehh...home...space

Practice

1. **Listen: elks seek;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. elks seek; seals feed; a fake dead eel;

B. ha ha hee hee; seek shade; sea shells;

C. she had asked; safe lakes; a half fed elf;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 9.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 9.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 10

Keys Introduced	Materials	Correlated Software
o r	Keyboard Wall Chart	MicroType Lesson 3

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   eee...home...space hhh...home...space eee...home...space hhh...space
   ;;;...space fff...space eee...home...space hhh...home...space
   ded...space jhj...space ded...space jhj...space ded...space
   jhj...space ded...space jhj...space dee...home...space
   hee...home...space fee...home...space ded...space jhj...space

Key Introduction: o r

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *o* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right ring finger.
   Watch me reach up, tap *o* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap o...home...o...home...o...home.

4. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   ooo...home...space ooo...home...space ooo...home...space
   lol...space lol...space lol...space lol...space lol...space

5. **Now let's learn *r*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left pointer finger.
   Watch me reach up, tap *r* and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap r...home...r...home...r...home.

7. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   rrr...home...space rrr...home...space rrr...home...space
   frf...space frf...space frf...space frf...space frf...space frf...space

8. **Let's practice with both keys.**
   Get ready.

   ooo...home...space ooo...home...space ooo...home...space
   lol...space lol...space lol...space lol...space lol...space lol...space

   rrr...home...space rrr...home...space rrr...home...space
   frf...space frf...space frf...space frf...space frf...space frf...space
   frf...space lol...space lol...space frf...space frf...space lol...space

Practice

1. **Listen: old fool;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. old fool; hello floor; look offshore;

B. red rose; share her doll; real red rakes;

C. look for food; reorder jars; old hoses;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 10.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 10.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 11

Review	Correlated Software
	MicroType Lesson 3

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**

   SAY "SPACE" WHEN APPROPRIATE.

   Get ready.

   ooo...home rrr...home hhh...home rrr...home eee...home
   ooo...home rrr...home lol frf lol frf ded jhj jhj ded
   loo...home foo...home lee...home hoo...home ree...home
   loo...home hee...home foo...home jhl frd lok llo...home

Practice

1. **Listen: old jello;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. old jello; fool a horse; old hoses; hello;

B. real red roses; ears hear larks; sold food;

C. look for rolls; dark lakes; order shoes;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A. ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lessson 11.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 11.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 12

Keys Introduced	Materials	Correlated Software
i t	Keyboard Wall Chart	MicroType Lesson 4

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   eee...home hhh...home ooo...home rrr...home eee...home
   ooo...home hhh...home rrr...home frf frf jhj jhj ded
   ded lol lol asa asa; ror...home ror...home or...home
   jhj jhj; l;l l;l jhj l;l ror...home hjh...home oor...home

Key Introduction: i t

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *i* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right middle finger.
   Watch me reach up, tap *i* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap i...home...i...home...i...home.

4. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   iii...home iii...home iii...home iii...home iii...home iii...home
   kik kik kik kik kik kik kik kik

5. **Now let's learn *t*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left pointer finger.
   Watch me reach up, tap *t* and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap t...home...t...home...t...home.

7. **Let's practice with spaces.**
   Anchor the fingers you're not using.
   ttt...home ttt...home ttt...home ttt...home ttt...home ttt...home
   ftf ftf ftf ftf ftf ftf ftf ftf

8. **Let's practice with both keys.**
   Get ready.

   iii...home iii...home iii...home iii..home iii...home iii...home
   kik kik kik kik kik kik kik kik
   ttt...home ttt...home ttt...home ttt...home ttt...home ttt...home
   ftf ftf ftf ftf ftf ftf ftf ftf
   kik ftf ftf kik ftf kik kik ftf

Practice

1. **Listen: if it is;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. if it is; like to ride; the kite flies;

B. a toad tried; ate it at first; hire kids;

C. take to the trail; start to slide the stilts;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 12.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 12.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND HOME.

Lesson 13

Review	Correlated Software MicroType Lesson 4

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   iii...home ttt...home ooo...home rrr...home iii...home
   ooo...home rrr...home ttt...home kik kik ftf ftf lol lol
   frf itt...home itt...home or...home kol kol tal rtr...home

Practice

1. **Listen: if it sits;**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. if it sits; this state; lots of fir trees;

B. their last letter; at the third hit;

C. tried the third trail; ride the first jet;

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 13.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 13.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 14

Keys Introduced	Materials	Correlated Software
period comma	Keyboard Wall Chart	MicroType Lesson 4

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review. Get ready.**

   iii...home ttt...home ooo...home rrr...home ttt...home iii...home
   kik kik ftf ftf lol lol frf frf iki,..home iki...home
   ftf oll frr...home ftt...home loo...home rff rff ftt...home

Key Introduction: period comma

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's the *period* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right ring finger.
   Watch me reach down, tap the *period* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap period...home...period...home...period...home.

4. **Let's practice with spaces.**
   At the end of a sentence always tap the spacebar twice after a period or question mark.
   period...home...space...space period...home...space...space
   period...home...space...space l period l l period l l period l
   l period l l period l l period l

5. **Now let's learn the *comma*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the right middle finger.
   Watch me reach down, tap *comma* and return home.
   Always tap the spacebar once after you tap *comma*.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap comma...home...space comma...home...space comma...home...space

7. **Let's practice with spaces.**
   comma...home...space comma...home...space comma...home...space
   k comma k k comma k k comma k k comma k k comma k k comma k

8. **Let's practice with both keys.**
   Get ready.

   period...home...space...space period...home...space...space
   l period l l period l l period l l period l l period l
   comma...home...space comma...home...space comma...home...space
   k comma k k comma k k comma k k comma k k comma k
   ll period...home lo period...home ki period...home ik comma..home ol

Practice

1. **Listen: the hot jail.**
   Enter those words as I spell them.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "SPACE SPACE" AFTER A PERIOD.
   SAY "RETURN" AT THE END OF A LINE.

A. the hot jail. the other three. if he does.

B. a, s, d, f, j, k, l. a, s, d, f, j, k, l. letters

C. had a flat tire. tore his toe, lie still.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 14.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 14.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 15

Keys Introduced	Materials	Correlated Software
Left SHIFT question mark	Keyboard Wall Chart	MicroType Lesson 5

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   period period period...home ,,,,...home period period period...home
   ,,,,...home iii...home ,,,,...home ttt...home period period period...
   home k,k kik l.l ftf k,k l.d ll period...home kik ftf ftf
   ll ,...home kk,...home ll period...home kl period...home
   lk,...home kl,...home lk period...home l period ,...home

Key Introduction: Left SHIFT question mark

1. **Check your keyboarding position.**
   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn how to enter capital and lowercase letters.**

   TOUCH THE LEFT SHIFT KEY ON THE WALL CHART.

   This is the left *SHIFT* key.
   Left *SHIFT* key lets you capitalize letters or use two character keys.

3. **Use the left little finger to hold left *SHIFT* down.**
   Watch me reach over, hold down left *SHIFT* and tap K.
   Watch me release the *SHIFT* key and return home.

4. **Get ready to capitalize.**
   Reach down with the left little finger and hold SHIFT down.

   PAUSE.

   Keep SHIFT down and tap capital K.

   PAUSE.

   Release SHIFT and return home.

5. **Let's capitalize another letter.**
   Reach down with the left little finger and hold SHIFT down.

   PAUSE.

   Keep SHIFT down and tap capital J.

   PAUSE.

   Release SHIFT and return home.

6. **Enter the letters I say.**
   Only capitalize letters when I say SHIFT.
   j Left SHIFT O...home Left SHIFT J

7. **Now let's learn the *question mark.***

   TOUCH THE KEY ON THE WALL CHART.

   Press left SHIFT and hold it down.
   Use the right little finger.
   Watch me reach down, tap *question mark* and return home.
   At the end of a sentence always tap the spacebar two times after a period or a question mark.

8. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap question mark...home...space...space
   Question mark...home...space...space
   Question mark...home...space...space
   l;...left SHIFT...question mark...home
   k;...left SHIFT...question mark...home

9. **Let's practice left SHIFT and question mark.**
   Get ready.

   Left SHIFT...question mark...home...space...space
   Left SHIFT...question mark...home...space...space
   Left SHIFT...L...question mark...home...space...space
   Left SHIFT...question mark...question mark...home...space...space
   l...left SHIFT...question mark...home

Practice

1. **Listen: Oskar ate his toast.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" WHEN APPROPRIATE.
   SAY "SPACE SPACE" AFTER A PERIOD OR A QUESTION MARK AT THE END OF A SENTENCE.
   SAY "RETURN" AT THE END OF A LINE.

A. Oskar ate his toast. Is Kerri tired?

B. Is that a toad? I still see Oak Lake.

C. Had Lisa, Kae or Joel lost? Is it his?

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A. ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 15.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 15.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 16

Review	Materials	Correlated Software
	Watch/clock	MicroType Lesson 5

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   iii...home ttt...home ,,,...home ???...home
   ftf tft...home ;?; ;?; kik kik l.l l.l
   k,k k,k ki,...home ki,...home tff ftt...home ;?; ;?;

3. **Let's review SHIFT.**
   Left SHIFT H?...home...space...space
   Left SHIFT I?...home...space...space
   Left SHIFT H?...home...space...space
   Left SHIFT I?...home...space...space

Practice

1. **Listen: Is Jed late for his date, Karla Oakes?**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Is Jed late for his date, Karla Oakes?

B. Look after Kelli Kale. Ollie Hill hides.

C. O.J., Lissa or Jake hate hot fried eel.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A. ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT THE PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 16.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 16.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Keyboarding Rate OPTIONAL

- THIS LESSON INCLUDES TIMED PRACTICE FOR KEYS INTRODUCED IN LESSONS 1-11.
- IF POSSIBLE, THE STUDENTS SHOULD SAVE THEIR WORK ON A FILE DISK OR PRINT A COPY FOR TEACHER REFERENCE.
- YOU WILL NEED A WATCH OR A CLOCK WITH A SECOND HAND.

1. **You're going to practice keyboarding as fast and accurately as you can.**

2. **Turn to Bonus Lesson 16.**

   CHECK.

3. **Touch line A.**

   CHECK.

   When I say begin, copy each line as many times as you can.
   Tap RETURN at the end of each line.
   Don't correct mistakes.

4. **Check your keyboarding position.**

   PAUSE.

   Ready...begin.

   ALLOW ONE MINUTE.

   Stop.

5. **Let's check your work.**
   I'll read the letters you should have entered.
   Each word is worth one point. Give yourself one point for each word you've entered correctly.

6. **The letters in the first word are : h-e-r.**

   READ AND SPELL THE WORD IN STEP 6.
   SAY "SPACE" WHEN APPROPRIATE.

7. **The letters in the next word are: h-e-r-o.**

8. REPEAT THE PROCEDURE IN STEP 5 FOR EACH REMAINING WORD IN THE LINE.

9. REPEAT THE PROCEDURES IN STEPS 3-8 FOR LINES B AND C.

10. **Report your highest score when I call on you.**

    A RECORD GRID IS PROVIDED ON PAGE 115.

A. her hero dreads; so read jokes

B. flasks of roses; rare jar fell

C. hold her ladder; a lark soars

THE GROSS WORDS A MINUTE (GWAM) FOR THIS EXERCISE CAN BE DETERMINED BY COUNTING THE NUMBER OF WORDS ENTERED CORRECTLY DURING THE ONE MINUTE EXERCISE.

Lesson 17

Keys Introduced	Materials	Correlated Software
u c	Keyboard Wall Chart	MicroType Lesson 6

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   ttt...home l.l l.l ,,,....home iii...home ???...home iii...home
   ttt...home iii...home ???...home l.l l.l .lo...home .lo...home
   ftf ftt kik kik kik ikk ki,...home ki,...home lol ftf ;?;

Key Introduction: u c

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *u* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right pointer finger.
   Watch me reach up, tap *u* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap u...home...u...home...u...home.

4. **Let's practice with spaces.**
   uuu...home uuu...home uuu...home uuu...home uuu...home
   juj juj juj juj juj juj juj juj juj juj

5. **Now let's learn *c*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left middle finger.
   Watch me reach down, tap *c* and return home.
   When you reach for a key, keep your other fingers anchored.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap c...home...c...home...c...home.

7. **Let's practice with spaces.**
   ccc...home ccc...home ccc...home ccc...home ccc...home
   dcd dcd dcd dcd dcd dcd dcd dcd dcd dcd

8. **Let's practice with both keys.**
   Get ready.

   uuu...home uuu...home uuu...home uuu...home uuu...home
   juj juj juj juj juj juj juj juj juj juj
   ccc...home ccc...home ccc...home ccc...home ccc...home
   dcd dcd dcd dcd dcd dcd dcd dcd
   dec...home ced dec...home juj juu...home ced dec...home

Practice

1. **Listen: Kris sees crackers at the couch.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Kris sees crackers at the couch.

B. Judd uses flour to create four tart crusts.

C. Hurrah, our soccer star scored. Hurrah.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 17.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 17.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 18

Review	Correlated Software
	MicroType Lesson 6

Key Review

1. **Check your keyboarding position**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   uuu...home ccc...home ???...home ccc...home uuu...home
   ???...home uuu...home ccc...home juj dcd ?;?...home dcd
   juj ?;?...home juj dcd cu?...home ju?...home du?...home

Practice

1. **Listen: I hear our ukelele call.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. I hear our ukelele call. I trust Lulu.

B. Is the circus here? Ice Lake is so cold.

C. Jack tells such useless facts. It is ice.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 18.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 18.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 19

Keys Introduced	Materials	Correlated Software
n w	Keyboard wall chart	MicroType Lesson 7

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   ccc...home uuu...home ccc...home uuu...home ???...home
   ccc...home ???...home uuu...home ccc...home dcd juj
   ?;?...home juj dcd ???...home juj dcd juj dcd
   du?...home jc; cu?...home ju; dc?...home cj; uc?...home

Key Introduction: n w

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *n* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right pointer finger.
   Watch me reach down, tap *n* and return home.
   When you reach for a key, keep your other fingers anchored.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap n...home...n...home...n...home.

4. **Let's practice with spaces.**

   nnn...home nnn...home nnn...home nnn...home nnn...home
   jnj jnj jnj jnj jnj jnj jnj jnj jnj jnj

5. **Now let's learn *w*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left ring finger.
   Watch me reach up, tap *w* and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap w...home...w...home...w...home.

7. **Let's practice with spaces.**
   www...home www...home www...home www...home www...home
   sws sws sws sws sws sws sws sws sws sws

8. **Let's practice with both keys.**
   Get ready.

   nnn...home nnn...home nnn..home nnn...home nnn...home
   jnj jnj jnj jnj jnj jnj jnj jnj jnj jnj
   www..home www...home www...home www...home www...home
   sws sws sws sws sws sws sws sws
   sws wss wsw...home jun...home jhn...home jun...home

Practice

1. **Listen: Nonie cannot land one.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE " OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Nonie cannot land one. Ned wants Nikes.

B. He will know the weather. How did I win?

C. Our cow chewed her cud. Nan is a friend.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 19.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 19.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN, EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 20

Keys Introduced	Materials	Correlated Software
g Right SHIFT Exclamation point	Keyboard wall chart	MicroType Lesson 7

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   uuu...home ccc...home nnn...home www...home uuu...home
   www...home ccc...home nnn...home jnj jnj; dcd dcd; juj
   juj sws sws jun...home jun,...home dec...home dec,...home

Key Introduction: g Right SHIFT

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *g* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the left pointer finger.
   Watch me reach over, tap *g* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap g...home...g...home...g...home.

4. **Let's practice with spaces.**
   ggg...home ggg...home ggg...home ggg...home ggg...home
   fgf fgf fgf fgf fgf fgf fgf fgf fgf fgf

5. **You're going to learn how to use the *right SHIFT* key.**

6. TOUCH THE RIGHT SHIFT KEY ON THE WALL CHART.

   This key is called *right SHIFT*.
   ***Right SHIFT* lets you capitalize letters or use two character keys.**
   Use the right little finger and hold *SHIFT* down.
   Watch me hold down the right *SHIFT*, and tap d.

7. **Get ready.**
   Reach down with your right little finger and hold SHIFT down.

   PAUSE AND CHECK.

   Keep SHIFT down and tap capital D. Release the SHIFT key.
   Hold SHIFT down and tap capital R...home. Release SHIFT.

8. **Enter the letters I say.**

   PAUSE AFTER EACH LETTER.

   SHIFT with the right hand, tap capital C...home.
   Lowercase f
   SHIFT with the right hand, tap capital A.
   Lowercase w...home.

9. REPEAT PROCEDURE IN STEP 8 WITHOUT PROMPTING STUDENTS TO SHIFT.

10. TOUCH THE KEY ON THE WALL CHART WITH THE FOLLOWING TWO CHARACTERS: ! AND 1.

11. **Some keys have two characters on them. This key has the number four and a dollar sign. The SHIFT key lets you enter the top character on any two character key.**

12. **Enter the character I say.**
    SHIFT with the right hand, tap the exclamation point.
    Release SHIFT, tap the number one.

13. REPEAT PROCEDURE IN STEP 12 WITHOUT PROMPTING STUDENTS TO SHIFT.

Practice

1. **Listen: Gigi gags the goose.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Gigi gags the goose. The goslings go!

B. When will Elsa grin? Gina is digging.

C. Tigger is a tiger. Greta wears goggles!

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 20.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 20.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ WRISTS FLAT, ELBOWS IN EYES ON SCREEN.
   √ CORRECT REACH, ANCHORING AND RETURN HOME.
   √ STEADY RHYTHM, CORRECT USE OF SPACEBAR AND RETURN.

Lesson 21

Review

Correlated Software
MicroType Lesson 8

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   ggg...home www...home ccc...home nnn...home ggg...home
   nnn...home www...home fgf fgf jnj jnj sws sws
   fgt...home fgt...home jnh...home jnh...home sws swa

3. **Let's review SHIFT.**
   Right SHIFT S
   Right SHIFT W...home
   Right SHIFT RFD

Practice

1. **Listen: Roger is not going.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Roger is not going. Ted gets to go now!

B. Where is Sarah? She giggles with Gina.

C. Don gets a goat. Sue juggles oranges.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

80

4. **Open your Computer Flip Book to Lesson 21.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 21.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...FEET...SEAT...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USE CORRECT FINGER FOR EACH SHIFT.

Lesson 22

Keys Introduced	Materials	Correlated Software
m b	Keyboard Wall Chart	MicroType Lesson 8

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   ggg...home nnn...home www...home ggg...home nnn...home
   www...home ggg...home www...home fgf jnj sws fgf jnj
   sws fgf sws fgf fgt...home jnu...home jun...home swa

Key Introduction: m b

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *m* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right pointer finger.
   Watch me reach down, tap *m* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap m...home...m...home...m...home.

4. **Let's practice with spaces.**
   mmm...home mmm...home mmm...home mmm...home mmm...home
   jmj jmj jmj jmj jmj jmj jmj jmj jmj jmj

5. **Now let's learn *b*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left pointer finger.
   Watch me reach down and over, tap *b* and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap b...home...b...home...b...home.

7. **Let's practice with spaces.**
   bbb...home bbb...home bbb...home bbb...home bbb...home
   fbf fbf fbf fbf fbf fbf fbf fbf fbf fbf

8. **Let's practice with both keys.**
   Get ready.

   mmm...home mmm...home mmm...home mmm...home mmm...home
   jmj jmj jmj jmj jmj jmj jmj
   bbb...home bbb...home bbb...home bbb...home bbb...home
   fbf fbf fbf fbf fbf fbf fbf fbf
   mmj jmj fgb...home tfb...home mjm bbf fbg...home

Practice

1. **Listen: Mama melted marshmallows.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Mama melted marshmallows. Make nine!

B. Bob Budd hobbled to the scrabble board.

C. Mom found brontosaurus fossils in Maine.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 22.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 22.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...FEET...SEAT...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Lesson 23

Review	Materials	Correlated Software
	Watch/clock	MicroType Lesson 8

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   mmm...home bbb...home ggg...home mmm...home bbb...home
   ggg...home mmm...home ggg...home bbb...home mmm...home
   jmj fbf fgf jmj fbf fgf jmj fgf jmj fbf jhm...home
   fgb...home ftb...home jum...home fgb...home ftb...home
   fmh...home ftb...home jhm...home fmh...home

Practice

1. **Listen: Mama and Marie made a major mistake!**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Mama and Marie made a major mistake!

B. Babies babble; black bumble bees bite.

C. Am I unable to remember his best fables?

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 23.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 23 .

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...FEET...SEAT...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Keyboarding Rate OPTIONAL

- THIS LESSON INCLUDES TIMED PRACTICE FOR KEYS INTRODUCED IN LESSONS 1-18.
- IF POSSIBLE, THE STUDENTS SHOULD SAVE THEIR WORK ON A FILE DISK OR PRINT A COPY FOR TEACHER REFERENCE.
- YOU WILL NEED A WATCH OR A CLOCK WITH A SECOND HAND.

1. **You're going to practice keyboarding as fast and accurately as you can.**

2. **Turn to Bonus Lesson 23.**

   CHECK.

3. **Touch line A.**

   CHECK.

   When I say begin, copy each line as many times as you can.
   Tap RETURN at the end of each line.
   Don't correct mistakes.

4. **Check your keyboarding position.**

   PAUSE.

   Ready...begin.

   ALLOW ONE MINUTE.

   Stop.

5. **Let's check your work.**
   I'll read the letters you should have entered.
   Each word is worth one point. Give yourself one point for each word you've entered correctly.

6. **The letters in the first word are : H-e-r.**

   READ AND SPELL THE WORD IN STEP 6.
   SAY "SPACE" WHEN APPROPRIATE.

7. **The letters in the next word are: c-a-t.**

8. REPEAT PROCEDURE IN STEP 5 FOR EACH REMAINING WORD IN THE LINE.

9. REPEAT PROCEDURES IN STEPS 3-8 FOR LINES B AND C.

10. **Report your highest score when I call on you.**

    A RECORD GRID IS PROVIDED ON PAGE 115.

A. Her cat Jack sits at the door.

B. Kurt rushed to see the circus.

C. Lee skis faster to catch Karl.

THE GROSS WORDS A MINUTE (GWAM) FOR THIS EXERCISE CAN BE DETERMINED BY COUNTING THE NUMBER OF WORDS ENTERED CORRECTLY DURING THE ONE MINUTE EXERCISE.

Lesson 24

Keys Introduced	Materials	Correlated Software
p x	Keyboard Wall Chart	MicroType Lesson 9

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   ggg...home mmm...home bbb...home nnn...home www...home
   bbb...home ggg...home mmm...home fgf fgf; jmj jmj fbf
   fbf; jnj sws jmj jum...home jum...home, fgt...home
   fbf,...home fbg...home bft...home fgt...home fbg...home

Key Introduction: p x

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *p* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right little finger.
   Watch me reach up, tap *p* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap p...home...p...home...p...home.

4. **Let's practice with spaces.**
   ppp...home ppp...home ppp...home ppp...home ppp...home
   ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p;

5. **Now let's learn *x*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left ring finger.
   Watch me reach down, tap *x* and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap x...home...x...home...x...home.

7. **Let's practice with spaces.**
   xxx...home xxx...home xxx...home xxx...home xxx...home
   sxs sxs sxs sxs sxs sxs sxs sxs sxs sxs

8. **Let's practice with both keys.**
   Get ready.

   ppp...home ppp...home ppp...home ppp...home ppp...home
   ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p;
   xxx...home xxx...home xxx...home xxx...home xxx...home
   sxs sxs sxs sxs sxs sxs sxs sxs sxs sxs
   wsx...home wsx...home sxw...home p?p...home p?p...home

Practice

1. **Listen: Max and Tex mix sixteen boxes of jello.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

> **A. Max and Tex mix sixteen boxes of jello.**
>
> **B. Rex bopped a purple puppet from Mexico.**
>
> **C. Pearl, will Pam please pass the peas?**

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 24.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 24.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...SEAT...FEET...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Lesson 25

Review

Correlated Software

MicroType Lesson 10

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   ppp...home xxx...home mmm...home bbb...home mmm...home
   xxx...home bbb...home ppp...home ;p; ;p; sxs sxs, jmj
   jmj, fbf fbf fbg...home fgb...home swx...home swx...home
   ;p; ;?; ;p?...home jum...home

Practice

1. **Listen: People plant peach, pear and plum trees.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. People plant peach, pear and plum trees.

B. Max plans to relax in Mexico or Texas.

C. Will Patti take a maximum of six exams?

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 25.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 25.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...SEAT...FEET...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Lesson 26

Keys Introduced	Materials	Correlated Software
y z	Keyboard Wall Chart	MicroType Lesson 11

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   ppp...home xxx...home mmm...home bbb...home ppp...home
   xxx...home mmm...home bbb...home p;p sxs jmm...home fbf
   jmm...home fbf sxs p;p ;p?...home swx...home jhm...home
   jum...home fgb...home ;?p...home swx...home jhm...home

Key Introduction: y z

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *y* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the right pointer finger.
   Watch me reach up, tap *y* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap y...home...y...home...y...home.

4. **Let's practice with spaces.**
   yyy...home yyy...home yyy...home yyy...home yyy...home
   jyj jyj jyj jyj jyj jyj jyj jyj jyj jyj

5. **Now let's learn z.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the left little finger.
   Watch me reach down, tap z and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap z...home...z...home...z...home.

7. **Let's practice with spaces.**
   zzz...home zzz...home zzz...home zzz...home zzz...home
   aza aza aza aza aza aza aza aza aza aza

8. **Let's practice with both keys.**
   Get ready.

   yyy...home yyy...home yyy...home yyy...home yyy...home
   jyj jyj jyj jyj jyj jyj jyj jyj
   zzz...home zzz...home zzz...home zzz...home zzz...home
   aza aza aza aza aza aza aza aza
   zza azz...home zaz...home jyh...home jyn...home juy...home

Practice

1. **Listen: Yes, you ran all the way to Yellowstone.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Yes, you ran all the way to Yellowstone.

B. Liz did crazy, zany zigzags with pzazz.

C. Way yonder a lazy zombie yodeled loudly.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 26.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 26.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...SEAT...FEET...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Lesson 27

Review

Correlated Software

MicroType Lesson 11

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   yyy...home zzz...home ppp...home xxx...home yyy...home
   zzz...home ppp...home xxx...home jyj aza p;p...home sxs
   jyj aza p;p...home sxs jmy...home aza p?; swx...home
   jhy...home aza p;?...home sxw...home

Practice

1. **Listen: Elizabeth heard jazz while eating pizza.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Elizabeth heard jazz while eating pizza.

B. Do you play in yucky, messy alleys?

C. The lazy, dozing lizard amazed Larry.

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 27.**
   Enter each line twice.
   Tap RETURN at the end of each line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 27.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...SEAT...FEET...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Lesson 28

Keys Introduced	Materials	Correlated Software
q quotation mark	Keyboard Wall Chart	MicroType Lesson 12

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   yyy...home zzz...home ppp...home xxx...home ppp...home
   yyy...home xxx...home jyj jyj, aza aza ;p; ;p; sxs
   sxs zaz...home swx...home sxw, jym jym, ;p? zaz...home

Key Introduction: q quotation mark

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *q* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the left little finger.
   Watch me reach up, tap *q* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap q...home...q...home...q...home.

4. **Let's practice with spaces.**
   qqq...home qqq...home qqq...home qqq...home qqq...home
   aqa aqa aqa aqa aqa aqa aqa aqa aqa aqa

5. **Now let's learn the *quotation mark*.**
   Here's a *quotation mark* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   This key has two characters. Use left SHIFT to enter a *quotation mark*.
   Use the right little finger and hold SHIFT down.
   Watch me hold down the left SHIFT, reach over, tap *quotation mark* and return home.
   Release the SHIFT.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Left SHIFT, tap quotation mark...quotation mark...quotation mark.

7. **Let's practice with spaces.**
   """...home """...home """...home """...home """...home
   ";"...home ";"...home ";"...home ";"...home ";"...home

8. **Let's practice with both keys.**
   Get ready.

   qqq...home qqq...home qqq...home qqq...home qqq...home qqq...home
   aqa aqa aqa aqa aqa aqa aqa aqa
   """...home """...home """...home """...home """...home
   ";"...home ";"...home ";"...home ";"...home ;"; ;"; aqa
   aqz...home aqz...home ;"; ;"?...home ;"?...home

Practice

1. **Listen: Queen Janice quarreled about the quarter.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Queen Janice quarreled about the quarter.

B. Gwen yelled, "Quit those quiz questions."

C. "A square of my quilt qualified to win."

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 28.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 28.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...SEAT...FEET...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Lesson 29

Keys Introduced	Materials	Correlated Software
v apostrophe	Keyboard Wall Chart	MicroType Lesson 13

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **Let's review.**
   Get ready.

   yyy...home qqq...home """...home zzz...home qqq...home aqa
   aqa ;"; ;"; jyj jyj aza aza aqz...home aqz...home
   ;"p...home ;"p...home jyh...home jyh...home

Key Introduction: v apostrophe

1. **Check your keyboarding position.**
   PAUSE AND CHECK.

   Clear...feet...seat...fingers.

2. **You're going to learn two new keys.**
   Here's *v* on the keyboard.

   TOUCH THE KEY ON THE WALL CHART.

   Use the left pointer finger.
   Watch me reach down, tap *v* and return home.

3. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap v...home...v...home...v...home.

4. **Let's practice with spaces.**
   vvv...home vvv...home vvv...home vvv...home vvv...home
   fvf fvf fvf fvf fvf fvf fvf fvf fvf fvf

5. **Now let's learn *apostrophe*.**

   TOUCH THE KEY ON THE WALL CHART.

   Use the right little finger.
   Watch me reach over, tap *apostrophe* and return home.

6. **Get ready.**

   INSTRUCT STUDENTS IN A RHYTHMIC MANNER.

   Tap '...home...'...home...'...home.

7. **Let's practice with spaces.**
   '''...home '''...home '''...home '''...home '''...home '''...home
   ;'; ;'; ;'; ;'; ;'; ;'; ;'; ;'; ;'; ;';

8. **Let's practice with both keys.**
   Get ready.

   vvv...home vvv...home vvv...home vvv...home vvv...home
   fvf fvf fvf fvf fvf fvf fvf fvf
   '''...home '''...home '''...home '''...home '''...home '''...home
   ;'; ;'; ;'; ;'; ;'; ;'; ;'; ;'; ;'; fvr...home fvr...home
   ;'p...home v's v's fbv...home fbv...home

Practice

1. **Listen: Vicky's friend Steve will vote for Val.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Vicky's friend Steve will vote for Val.

B. Isn't Vic's brother driving? Let's go.

C. Val's van has five shelves, doesn't it?

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS IN LINE A.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 29.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 29.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...SEAT...FEET...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Lesson 30

Review	Materials	Correlated Software
	Watch/clock	MicroType Lesson 13

Today is your last keyboarding lesson.

Key Review

1. **Check your keyboarding position.**

   PAUSE AND CHECK.

   Clear...feet..seat...fingers.

2. **Let's review.**
   Get ready.

   vvv...home '''...home qqq...home """...home qqq...home '''...home vvv...home """...home fvf ;'; aqa ;"; aqa ;'; fvf ;"; fvr...home ;'?...home azq...home ;p'...home aqz...home ;?"...home ftv...home ;p'...home

Practice

1. **Listen: Big planes can't zoom by the new tower.**
   Enter those words.
   Get ready.

   READ AND SPELL EACH WORD IN LINE A.
   SAY "SPACE" OR "SPACE SPACE" WHEN APPROPRIATE.
   SAY "RETURN" AT THE END OF A LINE.

A. Big planes can't zoom by the new tower.

B. Didn't my ax zip through the black wood?

C. Won't Elizabeth, John and Mark report?

2. REPEAT STEP 1 FOR EACH REMAINING GROUP OF WORDS.
   ADJUST DICTATION RATE BASED ON THE STUDENTS' SKILL LEVEL.

3. REPEAT PROCEDURE IN STEPS 1 AND 2 FOR LINES B AND C.

4. **Open your Computer Flip Book to Lesson 30.**
   Enter each line twice.
   Tap RETURN at the end of a line.
   Don't correct mistakes.
   When you finish, turn your book around and do Bonus Lesson 30.

5. MONITOR THE CLASS FOR CORRECT KEYBOARDING TECHNIQUE:

   √ CLEAR...SEAT...FEET...FINGERS.
   √ CORRECT REACH, ANCHORING, RETURN HOME.
   √ USING CORRECT FINGERS FOR EACH SHIFT.

Keyboarding Rate

- THIS LESSON INCLUDES TIMED PRACTICE FOR KEYS INTRODUCED IN LESSONS 1-30.
- TO ACCURATELY MEASURE STUDENTS' PROGESS IN THE PROGRAM IT IS IMPORTANT TO OBTAIN THIS DATA AND TO COMPARE IT WITH THE DATA OBTAINED ON KEYBOARDING RATE IN LESSON 7.
- IF POSSIBLE, THE STUDENTS SHOULD SAVE THEIR WORK ON A FILE DISK OR PRINT A COPY FOR TEACHER REFERENCE.
- YOU WILL NEED A WATCH OR A CLOCK WITH A SECOND HAND.

1. **You're going to practice keyboarding as fast and accurately as you can.**

2. **Turn to Bonus Lesson 30.**

   CHECK.

3. **Touch line A.**

   CHECK.

   When I say begin, copy each line as many times as you can.
   Tap RETURN at the end of each line.
   Don't correct mistakes.

4. **Check your keyboarding position.**

   PAUSE.

   Ready...begin.

   ALLOW ONE MINUTE.

   Stop.

5. **Let's check your work.**
   I'll read the letters you should have entered.
   Each word is worth one point. Give yourself one point for each word you've entered correctly.

6. **The letters in the first word are : D-i-d.**

   READ AND SPELL THE WORD IN STEP 6.
   SAY "SPACE" WHEN APPROPRIATE.

7. **The letters in the next word are: t-h-e.**

8. REPEAT THE PROCEDURE IN STEP 5 FOR EACH REMAINING WORD IN THE LINE.

9. REPEAT THE PROCEDURES IN STEPS 3-8 FOR LINES B AND C.

10. **Report your highest score when I call on you.**

    A RECORD GRID IS PROVIDED ON PAGE 115.

A. Did the quick, brown fox jump?

B. Is there time for some people?

C. Magician Vic can zap all yaks.

THE GROSS WORDS A MINUTE (GWAM) FOR THIS EXERCISE CAN BE DETERMINED BY COUNTING THE NUMBER OF WORDS ENTERED CORRECTLY DURING THE ONE MINUTE EXERCISE.

Appendix

Record Grid
For Handwriting and Keyboarding Rates

Student	Lesson 1	Lesson 7	Lesson 16	Lesson 23	Lesson 30

HIGH FREQUENCY WORD BANK (including Dolch)

LESSON 3-4

a as ask

LESSON 5

add all

LESSON 6-7

fall

LESSON 8-9

had has he head sea see shall she

LESSON 10-11

also	does	for	her	look	old	real	
are	far	hard	here	of	or	red	
do	food	hear	hold	off	read	so	

LESSON 12-16

after	fast	if	let	other	stale	their	too
air	father	is	letter	ride	still	there	took
at	feet	it	life	said	take	these	tree
ate	first	its	like	set	talk	this	
did	his	last	list	side	tell	those	
earth	hot	late	little	sit	that	three	
eat	idea	left	oil	start	the	to	

LESSON 17-18

call	cold	cut	four	hurt	our	should	use
car	color	each	full	I	out	such	
close	could	face	house	just	school	us	

LESSON 19

an	draw	into	not	sentence	until	what	word
and	drink	kind	now	show	walk	when	work
another	end	know	often	soon	want	where	world
answer	few	land	on	sound	was	which	would
around	find	learn	once	ten	wash	while	write
can	follow	near	one	than	watch	white	
children	found	need	own	thank	water	who	
clean	hand	net	round	then	we	will	
different	how	new	run	think	well	wish	
done	in	news	saw	turn	went	with	
down	Indian	no	second	two	were	without	

Continued

LESSON 20-21

again	enough	goes	great	laugh	right	thought	
along	get	going	grow	light	ring	through	
change	girl	good	high	long	song	together	
eight	go	got	large	night	thing		

LESSON 22-23

about	because	big	but	made	might	mountain	seem
almost	been	black	came	make	mile	music	small
am	before	blue	come	man	miss	must	some
America	began	book	from	me	more	name	them
animal	begin	both	him	mean	most	number	time
be	between	brown	home	men	mother	same	warm

LESSON 24-25

example	jump	open	people	plant	put	stop	
group	keep	page	pick	please	six	up	
help	next	paper	picture	point	sleep	upon	
important	part	place	pull	spell			

LESSON 26-28

always	buy	day	many	play	they	year	your
any	by	eye	may	pretty	today	yellow	
away	carry	family	my	say	try	yes	
body	city	fly	myself	story	way	you	
boy	country	funny	only	study	why	young	

LESSON 29-30

above	even	five	have	live	never	river	very
don't	every	give	leave	move	over	seven	

Continued

EXPANDED WORD BANK

LESSON 3

a	as	ask	asks	sass

LESSON 5

add	alas	dada	lads	lass	salads
ads	all	dads	lala	sad	salsa
ala	dad	lad	las	salad	skads

LESSON 6

fad	fads	fall	falls	flask

LESSON 8

ahh	desk	fed	has	jade	leaf	sash	shall
ale	eek	fee	hash	jell	leak	sea	she
ash	eel	feed	he	jells	led	seal	shed
asked	elf	feel	head	kale	lee	see	shell
dale	elk	fell	heal	keel	leek	seed	sled
dash	elks	haha	heehee	ladle	sad	seek	
deaf	fade	had	heed	lake	safe	shade	
deed	fake	half	heel	lash	sale	shake	
dell	false	hall	held	lead	sales	shale	

LESSON 10

afford	dread	free	hole	lose	rash	roll	soar
also	ear	hard	horse	oak	read	rolled	sod
are	far	hare	hose	oar	real	rook	sold
ark	fare	hark	jars	odd	rear	rose	solder
dare	fear	hassle	jello	of	red	seer	sore
dark	floor	hear	jerk	off	reed	share	
dear	foal	heard	joke	ok	reef	shark	
deer	fodder	hello	ladder	old	reek	shear	
do	fold	her	lard	or	reorder	shelf	
doe	food	herd	lark	order	resoak	shoal	
does	fool	here	load	ore	road	shoe	
doll	for	hero	loll	rah	roar	shore	
door	ford	hoe	look	rake	rod	so	
dose	fork	hold	lord	rare	rode	soak	

Continued

LESSON 12

aid	fist	hit	last	rifle	soil	tie	trod
assists	fit	hoist	late	rise	stair	tile	troll
date	fits	hot	later	risk	stale	till	trot
die	foil	hotel	let	sail	stare	tire	
dike	foolish	idle	letter	shirt	state	tired	
dill	forest	if	lie	side	still	to	
dirt	fried	ill	lied	sift	stilts	toad	
dish	hail	is	life	silk	tail	toast	
disk	hair	it	lift	sill	take	toe	
dot	hale	jail	like	sire	talk	told	
dried	hat	hello	likes	sis	tell	too	
fail	hate	jet	list	sister	test	tore	
fast	heat	jostle	lost	sit	the	toss	
feat	hid	karate	lot	skate	their	tot	
feet	hide	kid	odor	sleet	there	trail	
fifth	hike	kids	oil	slid	third	trait	
fill	hill	kill	other	slide	this	trash	
fir	hire	kiss	rate	slit	three	tree	
fire	his	kit	rid	slot	throat	tried	
fish	hiss	kite	ride	soft	tide	trill	

LESSON 15

fed	I	Jarl	K.L.	Kerri	Lila	lost	Ola
Hal	Ida	Jed	Kae	Kessa	Lisa	Lt.	Ollie
He	Ike	Jill	Karl	Krissi	Lissa	O.J.	Oakar
he?	Is	Jo	Karla	Lake	Lois	Oak	rt.
Here	Jae	Joe	Kate	Lee	Look	Oakes	
hr.	Jake	Joel	Kelli	Les	Lori	OK?	

LESSON 17

ace	chills	cricket	force	itch	rush	suck	us
act	chocolate	crust	four	Jack	sack	sued	use
Allosaurus		cud	fourth	jack	scorch	suede	used
arch	circus	cue	fuel	just	shouted	surf	
attack	clock	cull	full	jut	shudder	tack	
auto	clue	curl	fur	lack	shutter	tackle	
cackle	coast	curler	fuss	lick	sick	tact	
cafe	coaster	curse	hack	lock	sketch	teacher	
cake	coat	cuss	hacker	luck	slouch	thick	
car	cod	cut	hour	our	soccer	tic	
care	code	deck	house	race	sock	ticks	
careful	coke	dock	hulk	rack	stack	tictoc	
cart	core	duck	hull	rice	starch	torch	
cask	cost	dude	hurt	rich	stick	truss	
cast	cot	due	husk	rock	stock	trust	
cat	couch	duet	hut	rudder	struck	tuck	
chair	crack	fact	ice	rules	such	tut	

Continued

LESSON 19

allow	flunk	lean	nineteen	show	towns	when	wound
an	found	lend	nitwit	slink	traction	where	wow
and	fraction	line	no	snack	tune	white	wreck
another	frown	loon	none	snicker	turn	who	write
astound	hand	low	noodle	son	twist	whole	writer
attention	haunt	lunch	not	soon	two	will	wrote
awash	hen	Nadine	Note	sound	want	willow	
clown	hound	nail	now	sow	war	wilt	
cotton	how	nation	nut	station	warn	win	
cow	howl	national	once	strain	wart	wish	
cower	hunk	Neal	one	stun	was	wit	
crown	in	neat	ounce	suction	wash	wok	
dinosaur	inch	neck	ow	sun	we	won	
down	inn	Ned	owl	tan	weak	wonder	
drown	jaw	needle	own	ten	weather	wonderful	
dunk	knife	new	ration	tent	weed	wood	
duration	know	nice	Ron	tin	week	wool	
end	land	Nick	round	Tonia	went	word	
fawn	lane	nickle	sand	tow	west	work	
fiction	law	Nike	second	tower	whale	world	
flown	lawn	nine	sew	town	what	worn	

LESSON 20

Aaron	Elsa	gas	goat	green	King Kong	rug	wig
Ada	fig	gate	goes	grill	la	rugged	wiggle
ago	fight	gee	goggle	grin	leg	Sarah	wing
Al	figure	geese	going	gross	light	sight	
Anne	finger	get	gold	growl	lodge	sign	
clog	flag	gift	golf	guard	log	signal	
cog	Flo	giggle	gone	guess	logger	sing	
Dale	fog	giggling	gong	gulls	long	song	
dig	Fran	Gigi	good	hag	lug	string	
digging	frog	gills	goose	hog	lugging	strong	
dingdong	fudge	Gina	gosling	hugging	lung	Ted	
dodge	gag	girl	got	jiggle	nothing	thing	
dodging	gaggle	glad	gown	jog	Rennie	Tigger	
Don	gander	glitter	grange	juggle	ring	toggle	
dug	gang	go	grease	jungle	Roger	tugging	
egg	garden	goals	great	Karen	Ron	wagged	

Continued

LESSON 22

able
about
ache
am
ambulance
amend
amount
babbling
babies
back
bacon
bake
baked
ball
ban
banana
bank
Barb
bare
barter
base
baseball
basket
basketball
bass
bat
beach
bead
beam
beans
beast
bed
been
bees
beetle
belt
Ben
bend
best
Beth
better
bib
bid
bike
Bill
bin
bind
bird
biscuit
bite
black
blank
blanket
blankets
blast
bleak
blend
blew
blind
broccoli
blond
blouse
blow
blubber
blue
Bob
Bobbi
bobbin
bobbing
boil
bone
book
bother
bottle
bounce
Brachiosaurus
brain
brake
brass
bread
break
bride
bridle
bring
bristle
broad
gram
broil
broken
Brontosaurus
brother
brown
brush
bubble
bud
bumble
bundle
bungle
bust
but
butte
butter
cabbage
cable
clams
climb
dam
fable
feeble
fib
flake
fumble
master
grandma
gum
ham
hammer
home
humble
jamming
jobs
knob
lamb
lobbing
lumber
mad
madness
main
Maine
make
man
mane
mangle
manner
marshmallow
Martha
mass
mast
monster
mat
mean
meant
meet
melt
men
mend
mess
met
mild
mile
milk
million
Milwaukee
mine
mink
Missouri
mist
mistake
mister
mob
mobbing
Mobile
mold
mom
smudge
Montana
mool
moon
moose
moss
mother
mound
mouse
mow
Mr.
Mrs.
muddle
mum
mumble
must
nibble
ram
rob
robbing
rubble
rumble
scrabble
slob
slobber
smile
snowman
sobbing
stomach
stubble
stumble
trouble
tumble
unable
wobble

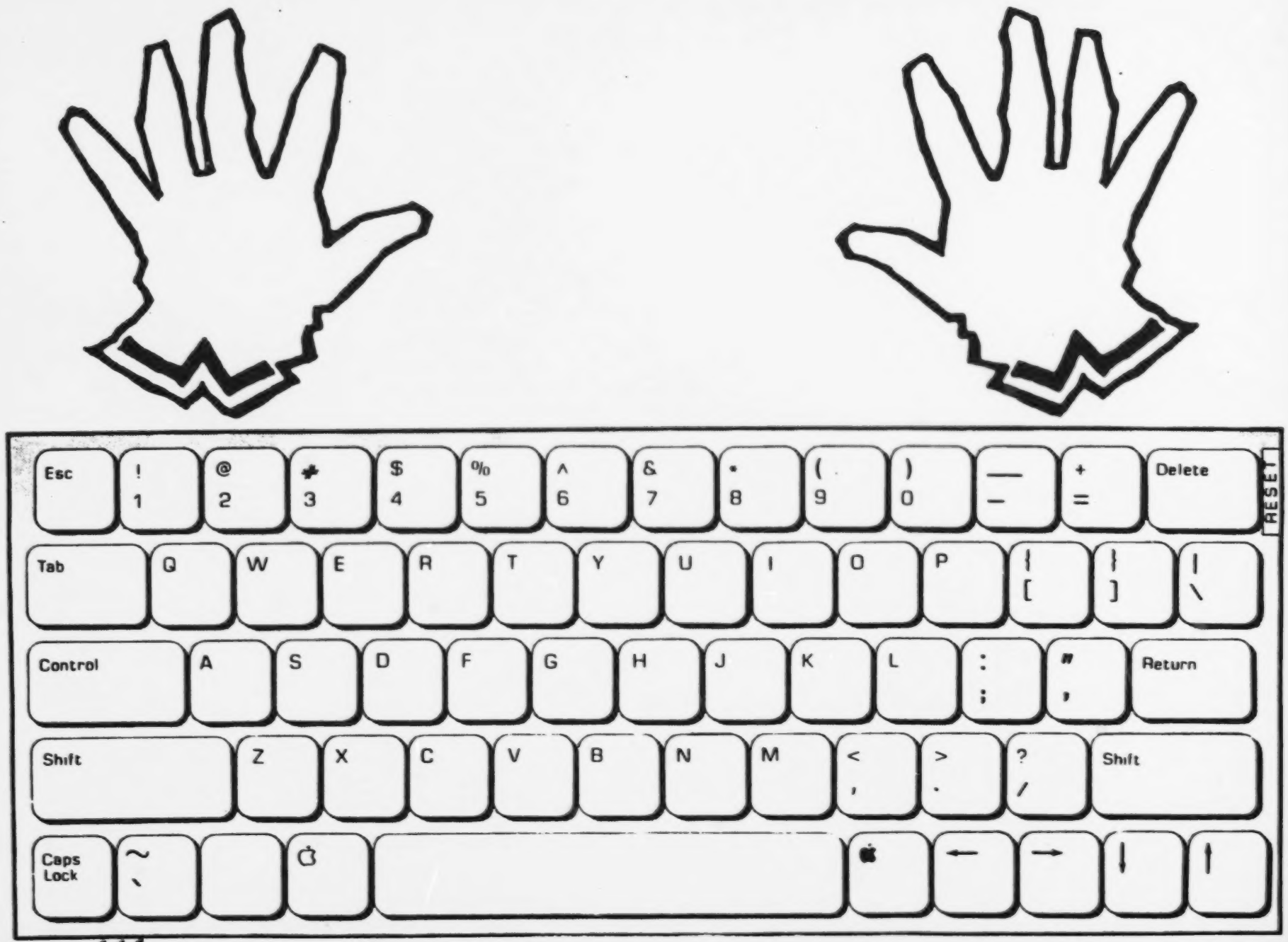
Continued

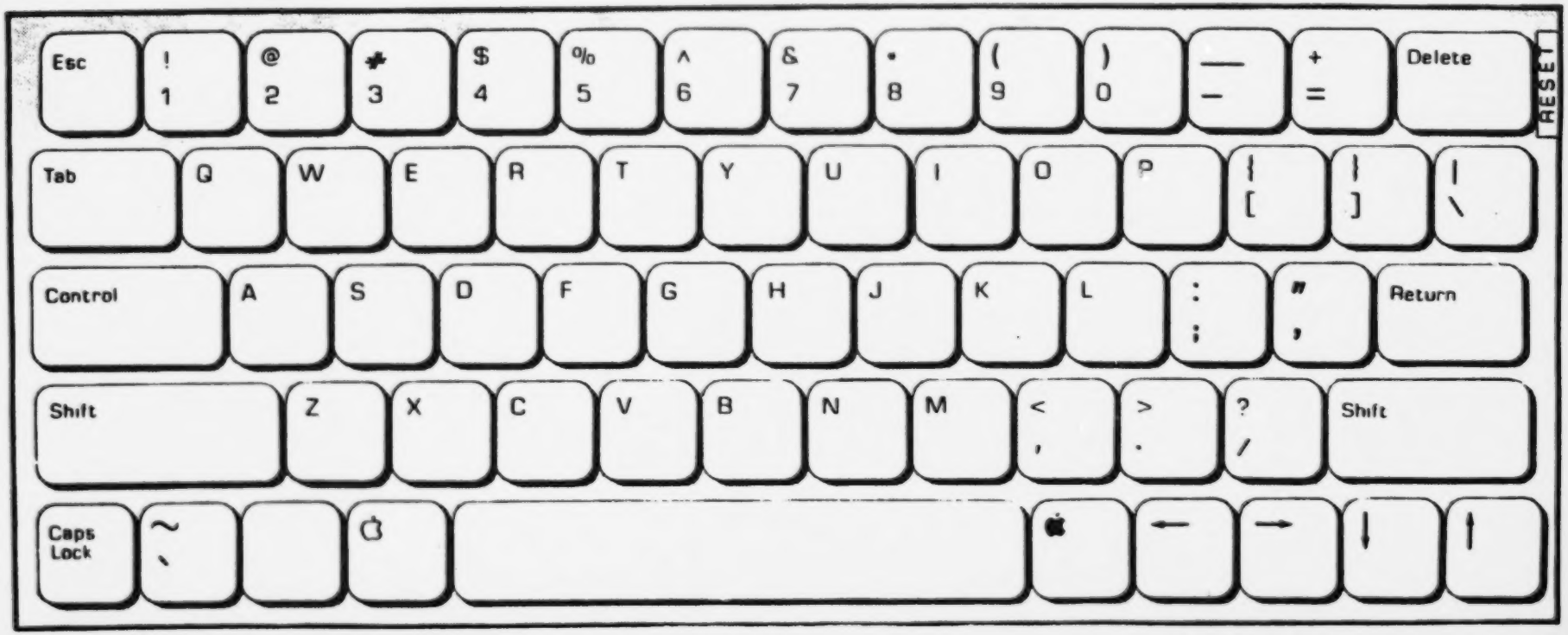
LESSON 24

ape
apple
apt.
ax
axle
beep
bop
box
bump
cap
cape
capsule
cop
couple
creep
cup
dimple
drip
drop
dump
eggplant
exact
exam
excellent
Expo
expose
extra
fix
flax
flipper
flop
fox
grandpa
grape
grump
hex
hop
imp
jump
kept
lamp
lap
lax
leap
lump
Max
Maxi
maximum
Mexico
mix
mop
nap
next
opposum
ox
paint
painting
pal
pan
panda
panic
panther
papa
paper
paste
pasture
paw
peace
peach
pear
peck
peep
peer
peg
pen
pencil
pep
pepper
pest
pet
pewter
piccolo
pickle
picnic
picture
pie
piece
pig
pill
pillow
pin
pineapple
pink
pipe
pistol
pit
place
plan
plant
planter
plastic
plate
plateau
please
plow
plum
plump
police
pond
pop
poplar
popsicle
popular
poster
pots
pounce
pound
prairie
press
price
priceless
priest
prince
princess
principal
principle
proof
protect
proud
prune
Pteranodon
pull
pump
pun
puppet
pure
purple
Rax
reflex
relax
Rex
sax
saxophone
six
sixteen
slap
sleep
slippers
snapper
sox
spank
sparkle
spear
special
sphinx
spin
spine
splatter
sponge
sponge
spook
spot
spout
sprain
spring
sprinkle
stamp
staple
stomp
strap
swamp
sweep
tap
tapper
tax
Texas
text
top
trap
trapper
wax
xerox

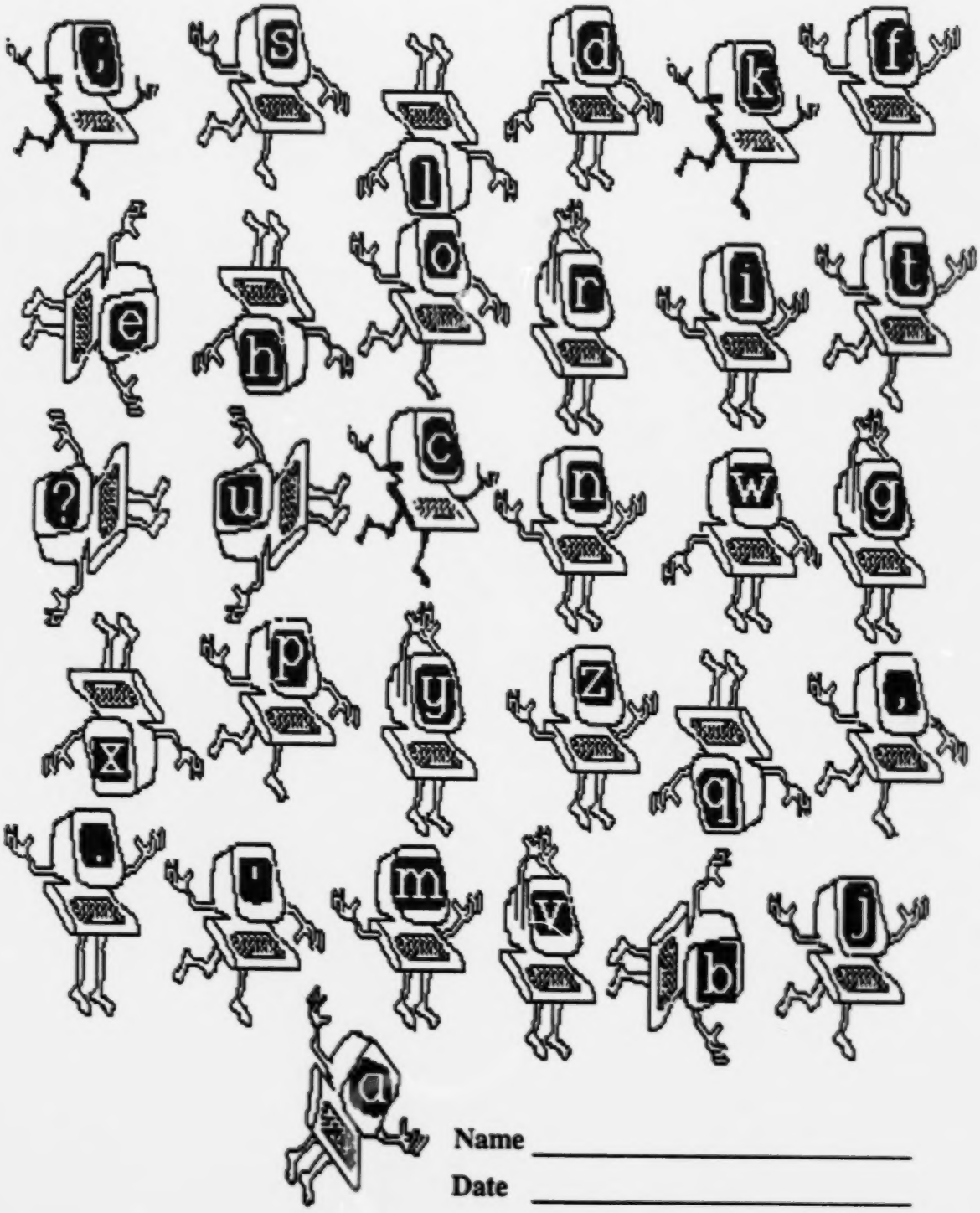
LESSON 26

accuracy
alleys
amaze
apply
away
buzz
Buzz
courtesy
cozy
crazy
cry
day
delay
doze
drizzle
Elizabeth
Eyeore
eyes
family
fizz
fuzz
fuzzy
glory
gory
gray
hay
haze
hooray
jay
jazz
joy
key
lay
lazy
lizard
may
maze
Mazie
messy
oz.
ozone
pay
pazzaz
pizza
play
pray
prize
quiz
ready
realize
say
sincerely
size
sizzle
sly
sneeze
snooze
spray
spry
spy
stay
story
Tanzania
tray
truly
tweezer
type
way
whiz
yak
Yakima
yapping
yard
yards
yarn
yawn
yeah
year
yearling
yearly
yearn
yeast
yell
yellow
Yellowstone
yelp
yes
yew
yield
yip
YMCA
yodel
yoga
yogurt
yolk
yonder
you
young
your
yours
yourself
youth
yoyo
yucky
yummy
YWCA
zany
zap
zeal
zebra
zenith
zero
zest
zigzag
zinc
zip
zipcode
zipper
zither
zodiac
Zola
zombie
zone
zoo
zoom
zulu


Esc
! 1
@ 2
# 3
$ 4
% 5
^ 6
& 7
* 8
(9
) 0
— -
+ =
Delete
RESET
Tab
Q
W
E
R
T
Y
U
I
O
P
{ [
}]
| \
Control
A
S
D
F
G
H
J
K
L
: ;
" '
Return
Shift
Z
X
C
V
B
N
M
< ,
> .
? /
Shift
Caps Lock
~ `


Esc
! 1
@ 2
# 3
$ 4
% 5
^ 6
& 7
* 8
(9
) 0
— –
+ =
Delete
RESET
Tab
Q
W
E
R
T
Y
U
I
O
P
{ [
}]
| \
Control
A
S
D
F
G
H
J
K
L
: ;
" '
Return
Shift
Z
X
C
V
B
N
M
< ,
> .
? /
Shift
Caps Lock
~ `

Student Progress Chart



Name _____

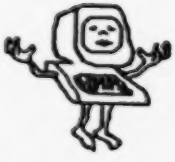
Date _____

Certificate

of

Improvement

IN KEYBOARDING



Reproducible for buttons or stickers.

Re Bibliography

Bartholome, L. "Keyboarding - A Need in Today's Classroom". Printout, 2,1 (Fall, 1984), pp. 1 & 3.

Brady, J. "Who Needs Ten-Finger Typing?". Classroom Computer Learning. (September, 1984), pp. 64-69.

Cameron, John "Keyboarding in the Elementary School". Computers In Education, (March, 1986).

Cowels, Millie, and Others. "An Analysis of Young Children Learning Keyboarding Skills". Paper, University of Alabama in Birmingham, 1983. 15 pages.

Erthal, Margaret J. "The Status of Keyboarding". Journal of Business Education. (February, 1985), pp. 192-193.

Fidanque, Ann and Sullivan, Gail "Word Processing: Writing With Computers". Eugene School District 4J Proposed Computer Curriculum. (December, 1985).

Hansen, Karen "Guidelines For The Instruction Of Keyboarding". Puyallup School District, Washington, (April, 1985), 12 pages.

Hedley, Martha Kay "Once More: The Keyboarding Debate". Business Exchange, (October, 1985), pp. 18-19.

Jackson & Berg "Elementary Keyboarding - Is It Important?". The Computing Teacher, (March, 1986), pp. 10-11.

Kisner, E. "Keyboarding - A Must in Tomorrow's World". The Computing Teacher, (February, 1984), pp. 21-22.

McGarvey, Jack, "Is It Time to Boot Out Cursive Writing?". Classroom Computer Learning, 6, 6 (March 6, 1986), pp. 36-37.

Minnesota Curriculum Services Center. "The Electronic Keyboard". (1984), pp. 1-7.

Robinson, J. W. "Elementary Keyboarding: Some Factors to Consider". Century 21 Reporter, (Spring, 1985), pp. 2-4.

Rhodes, George S. "Keyboarding - The Keystone of Computer Literacy". The Balance Sheet, 67, 4 (March/April, 1986).

Rowe, John L. "An Experiment in Teaching Typewriting to Third and Fourth Grade Students". College of Education of the University of North Dakota Record, XLIV (November, 1958).

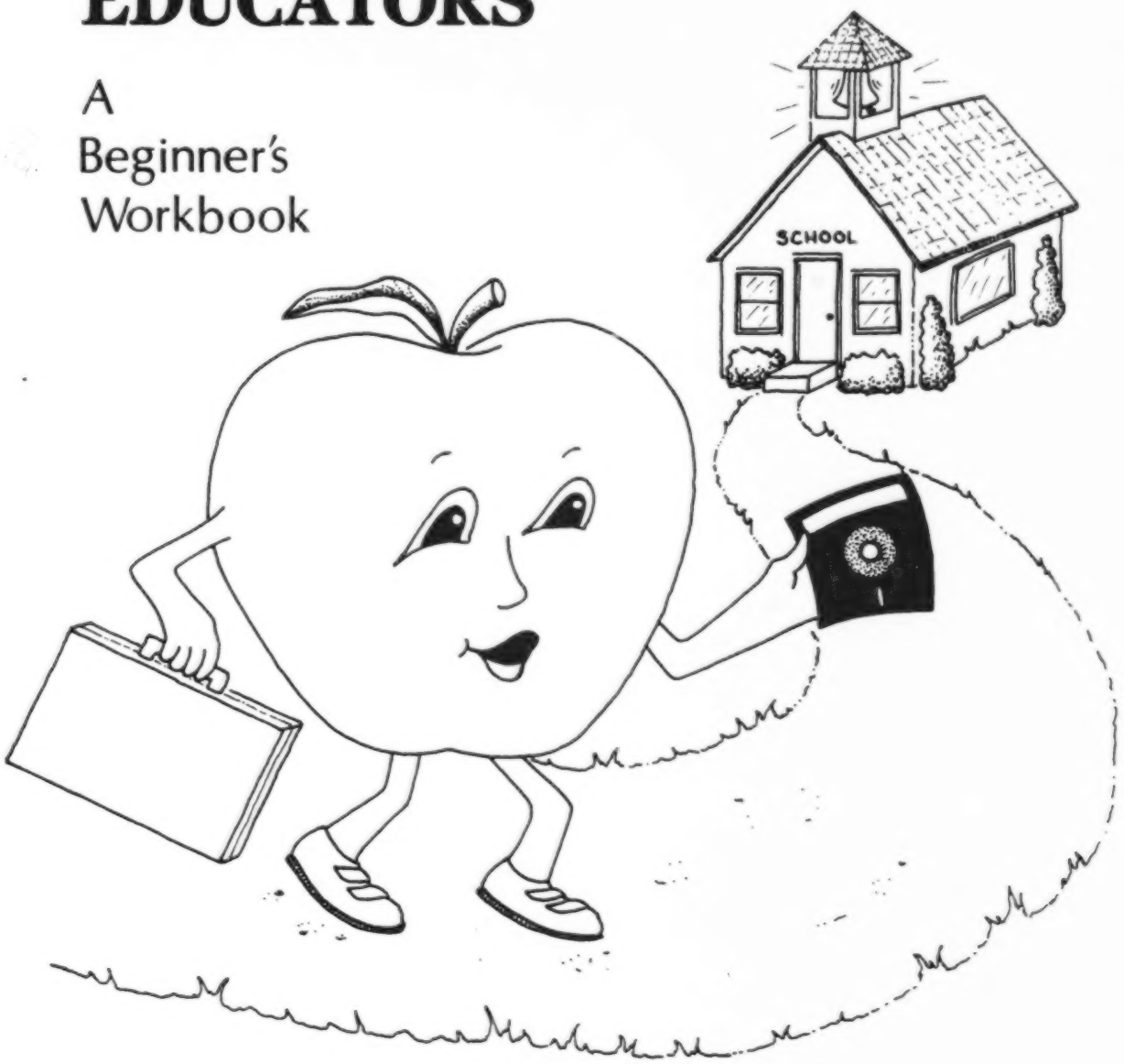
Sormunen, Carolee "Inservice Workshops: One Answer to the Issue Of Elementary School Keyboarding". Journal of Business Education, (October, 1984).

Wetzel, K. "Keyboarding Skills: Elementary My Dear Teacher?". The Computing Teacher, 12,9 (June, 1985) pp. 15-19.

Wood, Ben and Freeman, Frank, An Experiment Study of the Educational Influences of the Typewriter in the Elementary School. New York, N.Y.Macmillan, 1932.

APPLEWORKS™ FOR EDUCATORS

A
Beginner's
Workbook



AppleWorks™ for Educators - A Beginner's Workbook guides the beginning *AppleWorks* user through word processing, data base and spreadsheet management. Four complete sections provide step-by-step instructions, explanations and true-life examples for educators, and a data disk is included in each workbook. Over 200 pages of the most practical and useful information you'll find for learning *AppleWorks*. Excellent manual for workshops or individual learning. Linda Rathje, 8½ x 11, word processed workbook and disk. Single copies are $18.00 plus $2.50 shipping (plus 3% if mailed to P.O. Box, Alaska, Hawaii, or outside U.S.) All billed orders are charged $2.50 for handling. **ICCE, University of Oregon, 1787 Agate St., Eugene, OR 97403, USA, ph. 503/686-4414.**

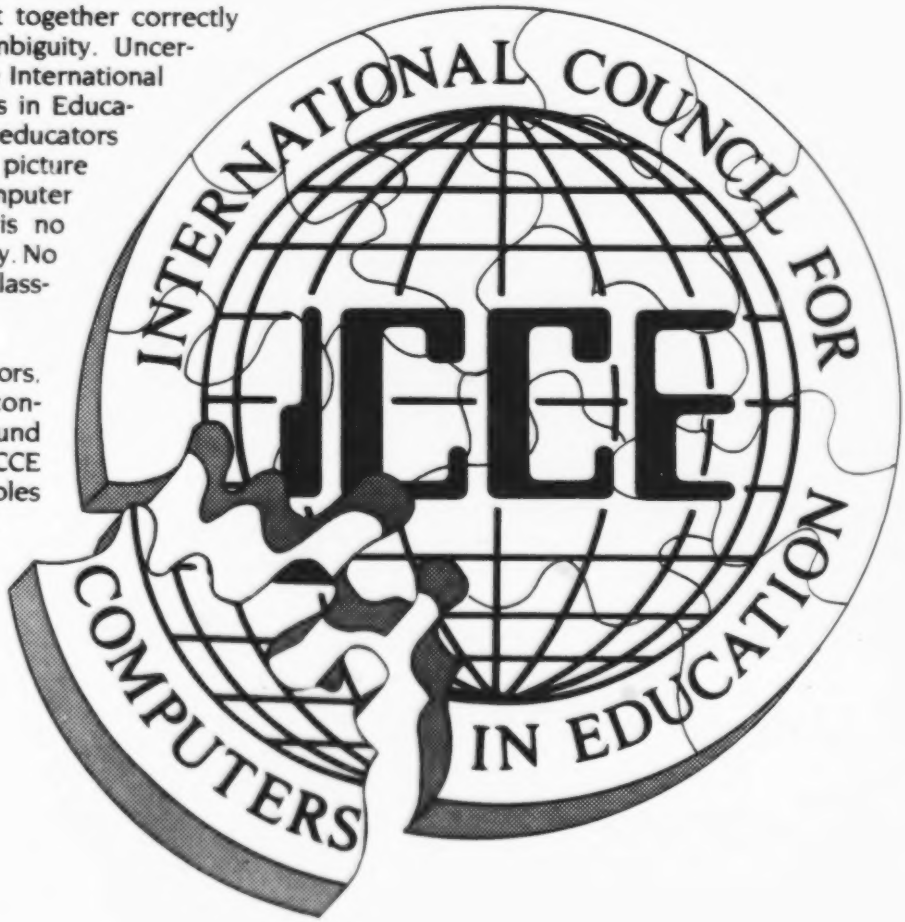
A Perfect Fit

ICCE's the one for you.

When pieces don't fit together correctly there's confusion. Ambiguity. Uncertainty. Since 1979 the International Council for Computers in Education has worked with educators to help shape a clear picture for the future of computer education. So there is no confusion. No ambiguity. No uncertainty in your classroom.

Educators, administrators, coordinators and concerned individuals around the world belong to ICCE—taking leadership roles in their classrooms, schools, districts and countries. ICCE is the organization they count on.

It's the one for you.



You Fit In

ICCE sponsors many diverse forums where your area, training or special interest fits right in.

The Computing Teacher—novice or expert, you'll find up-to-date, practical information for computers in the classroom.

Special Interest Groups—share information to help your special interest area grow. SIGs include computer coordinators, teacher educators, administrators and special educators, and are planned for advanced placement computer science, community colleges and videodisc users. The quarterly **SIG Bulletin** serves as a forum for SIG information.

Booklets and Monographs are additional resources on specific topics.
ICCE Packets provide you with teacher training materials. Members receive a 10% discount on all three.

ICCE Committees address a variety of ethical and practical issues important to you as a computer-using educator.

Add to the picture of computer education—write for free information and a catalog today.

ICCE
University of Oregon
1787 Agate Street
Eugene, OR 97403
503/686-4414

Join the One for You.

ISBN: 0-924667-37-0